13th Erasmus International Week - EU values, societal challenges and multiculturalism – the role of Higher Education Institutions

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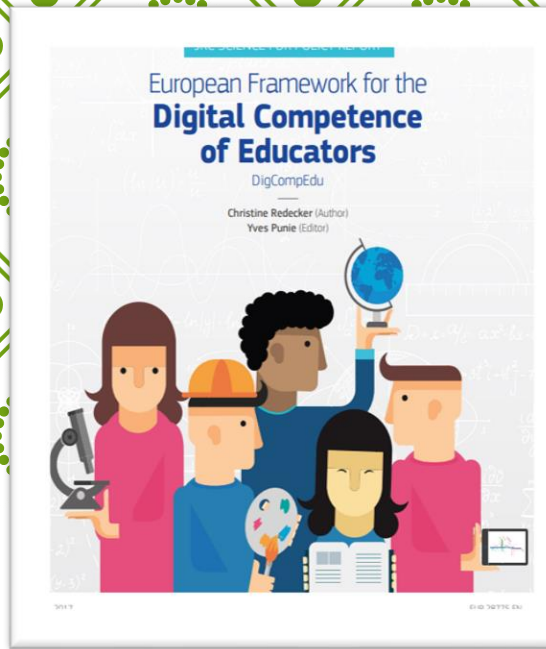**14 May 2024**

UNIVERSITY OF SARAJEVO-FACULTY OF PHILOSOPHY
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Academic Calendar
https://www.ff.unsa.ba/index.php/bs/nastava-bs/2014-11-21-13-01-16

European Framework for the
**Digital Competence
of Educators**

DigCompEdu

Christine Redecker (Author)
Yves Punie (Editor)

1	Using digital technologies for communication, collaboration and professional development: information and media literacy
2	Sourcing, creating and sharing digital resources: creating content, fair use, creative commons, copyright
3	Managing and orchestrating the use of digital technologies in teaching and learning; collaborative learning
4	Using digital technologies to enhance inclusion, personalisation and learners' active engagement
5	Enabling learners to creatively and responsibly use digital technologies for information, communication, content creation, wellbeing and problem-solving
6	Using digital technologies and strategies to enhance assessment.

-It is certain that new technologies are affecting the ways knowledge is being transmitted or constructed. When reflecting on reforms in education, for instance, Burke (2009) claims that, for the sake of the future, educators need to cultivate seven personae in students: (1) storyteller, (2) philosopher, (3) historian, (4) anthropologist, (5) reporter, (6) critic, and (7) designer.

-As for the skills, better insights into **EU values, societal challenges and multiculturalism** may be improved also through critical thinking, collaboration, communication, and creativity (Galante, 2011).

-The lexical syllabus approach and digital content creation were in the focus especially during the COVID-19 pandemic.

- Creating digital content for classroom purposes is a democratic approach to teaching and learning (on-the-move), that cultivates the seven personae referred to in the text above and the 21st century

-On joining two platforms: BISER and AKELIUS (learning from real-life experience)

- In the case of foreign language learning, e.g. studying at a language department, instructors need to encourage students to communicate, create, collaborate, and think critically.

- One way to enhance four Cs competences is to work with multimodal texts, i.e. texts the structure of which is composed of text itself and e.g. audio-visual effects.

- DDL (data-driven learning) method: student-centred approach as "the task of the learner is to 'discover' the foreign language and the task of the language teacher is to provide a context" (Johns, 1991, p. 1) (learning from real-life experience)

- The lexical syllabus: analysing and studying language is to focus on authentic texts in learning "rather than text specially written to illustrate some aspect of language" (Willis, 1990, p. 27) (why this approach works well with learning on-the-move)

- The DDL method and the lexical syllabus are interrelated, the lexical syllabus being a more tangible framework for data mining.

- In the case of written texts, a lexical syllabus approach is delivered by means of using concordances, online dictionaries, and forums on language usage, whereas more focus is given to learners' corpora. (learning from real-life experience)

Contemporary English Language VI

Date: May 21st 2020

Dear students, I hope you are doing well!

Today we are going to work on the material below to complete a number of activities (individual work: reading/exploring) and one task (group work).

Task 1. Reading (individual work)

Introduction

Hang on... I must be doing something wrong..
How does that saying go again?

Explore WORDS & PHRASES IN GENERAL USE WITH POSSIBLE RAILROAD ORIGIN including common expressions that are actually railroad metaphors: http://cprr.org/Museum/RR_Words_and_Phrases.html as well as the idioms https://7esl.com/transport-idioms/

Try to find some other expressions involving carts, wagons, trains, etc. (e.g. https://www.phrases.org.uk/meanings/put-the-cart-before-the-horse.html).

Task 2. Working with the text – translation (group work)

A. Work in groups of three or four and choose one of the excerpts for translation.

B. Please try to use Viber/video calls to discuss translation equivalents with your colleagues. Translate the excerpt and add comments about how you worked with the text.

C. Once you have translated the text, please send it to your instructor's Gmail address (please do not send the assignments to my ff.unsa address due to the formats I need to work with) during the class. One student sends the text and signs the members of his/her group of three or four students.

D. The subject of the e-mail should contain the following: **CEL6 WEEK 13 _ Surname1_Surname2_Surname3_ Surname4.** Do not add attachments. The

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Example 1

Dear students, I hope you are doing well!

Today we are going to work in groups on the material below to complete a number of tasks.

Task 1

Introduction- Read the author's bio. Scan the excerpts + bio to understand the context - 15'

Task 2 Working with the text

A. Have a look at the following excerpts and pay attention to active/passive voice.

B. Work in groups of three or four and choose one of the excerpts. Try to use Viber/video calls to translate the text. Spend no more than 45' on this task.

C. After you have finished your translation, add to your translation one sentence as a reflection/comment on one issue you struggled with and which has been successfully solved.

D. GROUP 2. Once you have translated one of the excerpts, send it to your instructor via Gmail until 5 p.m. in the same way as before. SUBJECT: WEEK 8 CEL 4_SURNAME_SURNAME....

E. GROUP 1. Once you have translated one of the excerpts, send it to your instructor via Gmail until 6 p.m. in the same way as before. SUBJECT: WEEK 8 CEL 4_SURNAME_SURNAME....

F. At 6:15 p.m. both groups need to join our CISCO WEBEX meeting (the link is attached).

G. Follow-up

Cisco Webex @ 6:15 - both groups: feedback and discussion

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NEW MODES OF ENGAGEMENT
(1) STORYTELLER, (2) PHILOSOPHER, (3) HISTORIAN, (4) ANTHROPOLOGIST, (5) REPORTER, (6) CRITIC, AND (7) DESIGNER

communicate, create, collaborate, and think critically

1. Understanding the context and reading

Spend 5-10 minutes to explore on the internet the main idea of the book by Julian Barnes - *A History of the World in 10 ½ Chapters*. We will be focusing on the chapter titled „ The Survivor".

Important: For the completion of today's task in real time it is *not* necessary to read the excerpts attached as screenshots. However, you should read the whole material until next Thursday. During the weekend, you may listen to the audio book or this particular chapter on Scribd if interested:
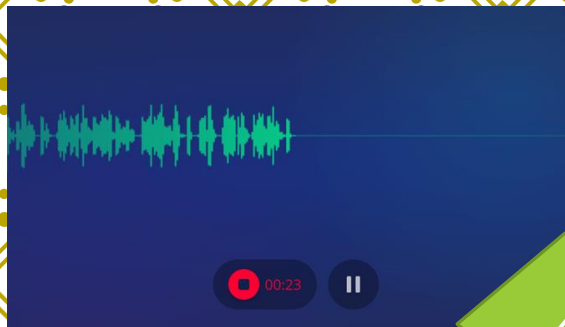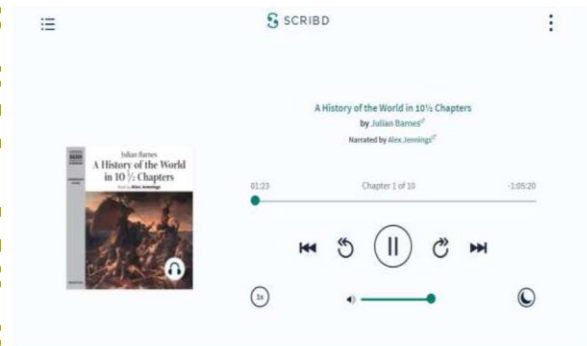
Have you heard the story of the man who was killed by the definite article? That may sound like the beginning of a linguistics joke, but sad to say, it actually happened.

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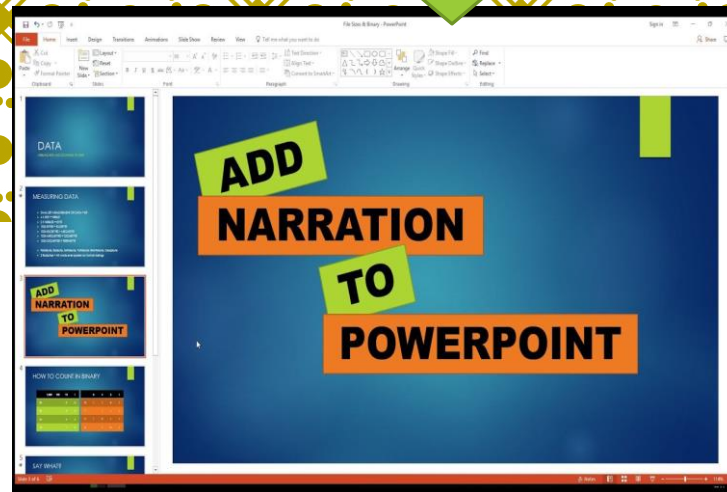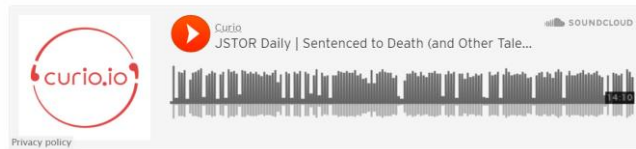
CEL 5 – practicals
17/12/2021
Translate the following text into your L1:

As the First World War dragged on, volunteer women's groups of all kinds formed in aid of the troops in the trenches: bandage rolling, preserved foods box packing, knitting. My grandmother joined a knitting group in rural Nova Scotia. You started on washcloths, progressed to scarves; then, if you were sufficiently adroit, you moved on to balaclavas and socks, and ultimately – the pinnacle! – to gloves. My grandmother was a terrible knitter. She never got beyond washcloths.

I've often wondered about these knitting groups. What were they for, really? Were they providing much-needed knitted items, or were they boosting morale by giving a bunch of otherwise very anxious civilians, whose sons and husbands were in jeopardy, something to do with their hands while waiting, waiting, endlessly waiting? I can see the socks and gloves making it to the frontlines, but the washcloths? Photographs of muddy, cramped, stinky trench life don't show much washing going on. And my grandmother's wonky, hole-filled washcloths in particular – were they sent to a secret depot where they were unraveled, and their wool reclaimed for something more functional?

Run-on Sentences
(revision in context)
Recognize poorly coordinated and excessively lengthy sentences

➤ **What is a Run-on Sentence?**

A run-on sentence does as its name says—runs on and on as a series of poorly coordinated ideas with little or no marking of sentence boundaries. Often the series of ideas is lengthy, hard to follow, and has logic gaps. Read the following example.

Jack invited some friends over to his place because he lives centrally and we watched the big soccer game and it was so fun because we cheered and shouted after each goal and joked about the bad players and after a while Jack's refrigerator was empty so we went to the store and ordered some pizza and sandwiches because we were so hungry after watching the game and then left his house to meet some friends in town. It was a great day and I really enjoyed watching the game and being with those fun guys.

Learning from data in personalized context during COVID-19 (BISER): using multiple multimodal sources for the purpose of lexical decisions in the translation process and vocabulary activation such as:

1. the blog (Edmodo and Padlet), incorporated into the syllabus to discuss specific translation-related issues in the classroom (to enhance critical thinking, communication, collaboration, creativity);

2. typing speed (BISER), incorporated into the syllabus to demonstrate vocabulary activation (to enhance critical thinking, creativity);

3. online forums (BISER) incorporated into the syllabus to critically assess the emergence of new vocabulary items and their application in real life (to enhance critical thinking, communication, collaboration, creativity);

4. concordances (BISER; less frequently but possible), incorporated into the syllabus to make vocabulary-related decisions when reading critically (to enhance critical thinking, collaboration, creativity);

5. spoken texts (BISER), i.e. the video, incorporated into the syllabus for vocabulary data mining and creating learners' corpora (to enhance collaboration, creativity, communication).

- The multimodal content (creation) integrated into a student-centred syllabus (during COVID-19) as a project on incorporating the lexical syllabus into the language classroom.

- i.e. this approach to teaching and creating digital content online was then used by teachers who collaborated on the same study programme to teach students how to design classes for young learners using AKELIUS platform.

-At the same time, learners themselves were encouraged to participate as digital content-creators and develop their own conception of knowledge within an area of personal learning (see Thorpe & Gordon 2012;Sevillano-García & Vázquez-Cano 2015).

the Akelius Platform: Lesson components and different purposes of use

Digital literacy for teaching and learning English (UNICEF in cooperation with the Faculty of Philosophy, University of Sarajevo)

- Following detailed preparations and all the activities that preceded the implementation of the final stage of delivering hybrid classes within the Akelius—Digital Language Learning Programme, students of the Teacher Training Programme (second cycle) of the English Language and Literature Department, University of Sarajevo—Faculty of Philosophy, together with English Language teachers at the Prva osnovna škola Ilidža and 9. maj Pazarić primary schools, as well as their mentors, successfully delivered three English language classes (per school) and, using the **theoretical framework** acquired during their post-graduate programme, presented the use of the Akelius application in learning English as a foreign language.

- This model enabled the students to engage and experiment with language constructively and creatively, increased the students' motivation and positively influenced their self-esteem and language awareness in language learning.

- This resulted from a strong link between the instructors' awareness of the importance of **pedagogical and linguistic** competences when creating digital content online, learning outcomes and the students' motivation to create their own digital content (before delivering the classes).

- As part of the process of supporting digitalisation in English language teaching, the activities also included a one-day symposium entitled Digital Literacy for Teaching and Learning English through the Akelius Digital Language Learning Programme (https://www.unsa.ba/novosti/odrzan-simpozij-digital-literacy-teaching-and-learning-english-through-akelius-digital).

- This one-day workshop was supported by UNICEF and World Vision as part of a more comprehensive initiative by the Akelius Foundation, focusing primarily on children on the move in the Sarajevo Canton and the Una-Sana Canton as the initial target group in response to a large number of migrants currently accommodated in Bosnia and Herzegovina (see https://bih.iom.int/situation-reports).

- *ERL Journal*, Educational Role of Language

- Is effective language learning related to linguistic research?

- Reforms in curricula that would allow students to work with multimodal texts and develop the four skills of the 21st century: **critical thinking, collaboration, communication, and creativity while learning on-the-move.**

- Aside from the need for massive retooling and interdisciplinary approaches, the restrictions on fully applying the DDL method lie also in the requirements for measuring knowledge.

- Integrating multimodal texts and learning from corpora is a life-long process and may, as such, be integrated into the syllabi to promote learner autonomy and provide direct access to language without direct access to education thus enhancing discovery learning, motivation, noticing, sensitisation, and, finally, learning to learn.

- Knowledge stops being associated to specific physical spaces and persons and goes through concepts of "mobility" and "ubiquity" (Cope, & Kalantzis, 2009; Mercier, & Higgins, 2013)

- This also enables students to become digital content-creators, to develop their conception of knowledge within an area of personal learning (Van't, & Swan, 2007; Thorpe, & Gordon, 2012)

DISCUSSION QUESTIONS

What were the challenges in asynchronous hybrid when it comes to **writing instructions** in your disciplines?

Asynchronous hybrid: teachers provide instruction, practice and feedback at school, then provide an asynchronous platform for students to do the same at home

Is there anything you would like to share with novice teachers or linguists who are working on or evaluating digital content for your discipline?

THANK YOU