

## **New Culture, New Language, New Learning Approach: a Case Study of EILC at Universidade Autónoma de Lisboa**

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### **Abstract**

In today's digital age, individuals come into contact with information by means of audio, visual and digital formats and educators cannot ignore the technological and media impact in learners' everyday lives and in their academic experience. As such, it is up to teachers to provide new methodologies and learning solutions that will not only enhance learners' ICT skills and learning autonomy but also create new opportunities for them to learn outside or alongside of formal learning. This paper aims at giving a full account of the experience carried out at our university with Erasmus Intensive Language Courses. This includes information on the different features that are applied in classroom sessions and those which have gradually become part of the course syllabus. In the past two years we have tried to bring language learning into today's way of gathering, processing and sharing information. Our objective is, on the one hand, to provide innovative language teaching and learning methodologies (which includes the use of authentic material, role play, conversation classes with peers, etc.). On the other hand, it is important to obtain a more precise analysis of their individual profile, expectations and needs. For this purpose, a specially designed survey has been created and applied, whose preliminary results will also be referred in this study. Though ICT is important and brings a wide variety of advantages, we must not ignore that course content is but one determining factor for the successful delivery of blended-learning courses. The other consists of evaluating the efficiency and effectiveness of both the teaching and learning process so as to have learners achieve their full potential. At the same time, we believe that this combination contributes to boosting Erasmus students' integration in the Portuguese academic world.