**D11.2. Framework for plurilingual and intercultural development**

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## D11.2 – Framework for plurilingual and intercultural development

The Arqus Framework for Plurilingual and Intercultural Development is a collaborative initiative among partner universities designed to map, assess and promote the plurilingual and intercultural competences of both staff and students. It aims to harness the plurilingual potential of the partners through a needs analysis, joint activities design, and the development of innovative language teaching methodologies and joint accreditation practices.

This framework is rooted in several established frameworks and principles and draws heavily on the foundations laid by the Common European Framework of Reference for Languages (CEFR), the European Language Portfolio (ELP) and the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA). It is in alignment with the latest Council of Europe Recommendation on the importance of plurilingual and intercultural education for fostering a democratic culture. The framework centres on two core principles: **plurilingualism** as the capacity of individuals to use and understand multiple languages, moving beyond the idea of mastering a single language or multiple languages in isolation; and **cultural awareness and intercultural competence** as the skills, knowledge, and attitudes necessary for individuals to interact effectively and respectfully with people from diverse cultural backgrounds.

### LANGUAGE AND CULTURE COMPETENCE IN THE ARQUS ALLIANCE

The following information has been compiled for both students and academic and administrative staff in order to obtain an overview of the current state of language competence in the Arqus Alliance, the language requirements for admission and completion of studies or job applications and the range of language courses offered. An overview of these aspects at each of the Arqus universities is provided below[1]:

### Universidad de Granada – University of Granada (Spain)

In order to obtain a bachelor's degree at the University of Granada, students must have a B1 level or higher in a foreign language. If students do not have a certificate of proficiency in a foreign language, they can take the accreditation exam organised by the Modern Languages Centre (CLM) free of charge.

The Junta de Andalucía (regional government) offers financial aid to undergraduate students who plan to acquire and receive accreditation of proficiency in a foreign language at level B1 or higher. This aid is intended to cover the costs of the language courses and accreditation exam so that the student can obtain the language proficiency required to obtain a bachelor's degree at the University of Granada.

The language requirements for exchange students studying at the University of Granada differ depending on the faculty. A B1 level (CEFR) is recommended, but some faculties (e.g. the Faculty of Arts and the Faculty of Translation and Interpreting) have other requirements. Internships also have specific requirements; for example, internships in the healthcare field recommend that students have an advanced level of Spanish.

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[1] Please note that the information provided in this framework about language levels refers to the Common European Framework of Reference for Languages (CEFR).

In addition, the University of Granada has specific guidelines for teaching in English or other foreign languages. As part of its internationalisation strategy, all teaching staff are encouraged to teach their subject courses in a foreign language as this is a key tool for internationalisation at home and promotes multilingualism in the university community. In recent years, several bachelor's and master's degree programmes have been introduced, and some of these are taught in English. It is hoped to extend the academic programmes to other languages in the coming years.

To ensure that teaching in a foreign language meets quality requirements, teaching staff must show proof of a C1 level (CEFR) in the respective language or have taught for at least one year in that language.

In addition, teaching load reductions are also provided for staff teaching in English or another foreign language: up to 20 hours in the first three academic years and up to 10 hours from the fourth year onwards. To be eligible for these reductions, it is mandatory to be a full-time member of the teaching staff.

Technical and administrative staff must have a minimum level of B2 in the target language to participate in mobility for training purposes. This language requirement is in compliance with the recommendation made by the Erasmus+ programme.

The University of Granada offers grants to cover the costs related to the registration fees for official language accreditation exams at level B1 or higher in the Modern Languages Centre (CLM) at the University of Granada.

## Universität Graz – University of Graz (Austria)

The language requirements for admission range greatly at the University of Graz. National students who have completed their previous education in German do not need a language certificate for German programmes. However, they do need an English language certificate for master's programmes taught in English. In addition to the certificates, eight years of secondary education with English as a subject or completion of studies in English as a language of instruction at a university within the EU/EEA, Switzerland, the UK, the US, the English-speaking provinces of Canada, Australia or New Zealand are considered sufficient. Another option to show proof of proficiency in English includes the combination of completing four school years at a secondary school with English as a subject and additionally completing the school-leaving examination in English as a subject at a school within the EU/EEA, Switzerland, Great Britain, USA, English-speaking provinces of Canada, Australia or New Zealand.

In addition, students enrolled in language programmes have very different requirements. For example, in Romance Studies, Slavic Languages, Transcultural Communication, or in the Bosnian/Croatian/Serbian, French, Italian, Russian, Slovenian and Spanish programmes, bachelor's students must demonstrate the required language level of A2, whereas English students have to demonstrate the required language level of B2 at the bachelor's level.

For some programmes (i.e. ancient history and studies, archaeology, classical philology, Greek teacher training and Latin teacher training), foreign language proficiency in the ancient languages (Latin and Ancient Greek) must be acquired before or during the course of study.

Bachelor's and Diploma programmes and the majority of master's programmes are taught in German. In order to study in these programmes, international students are required to have a C1 level of German language proficiency. For the doctoral programmes offered in both languages, students must present proof of proficiency in either English or German.

A list of language certificates accepted by the University can be found here: https://studienabteilung.uni-graz.at/en/international-students/language-certificates/

The University of Graz recommends that exchange students have a B2 level in German in order to take full advantage of the mobility. Students who will only take courses in English must have B2 English.

The language requirements for graduation in language-related programmes have additional requirements, mostly between B2 (bachelor's) and C1 (master's) levels of their languages (e.g. Romance Studies).

There are no standard language requirements stipulated in job advertisements; it depends on the field of work and the profile of the job. Jobs (academic or administrative) that do not require a master's degree tend to require mainly German. An exception is technical staff in research laboratories, where good English is also required. For staff with a master's degree, very good knowledge of both German and English is required. Sometimes a third language is considered an asset. In administrative positions, German is more important than in academic positions, where it is the other way round. For academic positions at the post-doctoral level and above, English is more important than German. Language-related jobs have special requirements.

The Centre for Language, Plurilingualism and Didactics offers semester courses, preparatory language courses, intensive courses as well as English courses for University of Graz students, employees and external participants.

The semester courses are designed for students and employees at the University of Graz, students from other universities and external participants. Languages offered: German (A1/1–C1/2), English (B1–C1/2), French (A1–B2/2), Italian (A1–B2/2), Spanish (A1–B2/2) as well as Arabic (A1/1–A1/2), Brazilian Portuguese (A1/1–A1/2), Japanese (A1/1–B1/2), Catalan (A1/1–A1/2), Korean (A1/1–A2/2), Croatian (A1/1–A2/2), Dutch (A1/1–A1/2), Austrian Sign Language (A1/1–A2/2), Polish (A1/1–A1/2), Romani (A1/1–A1/2), Russian (A1/1–A2/2), Swedish (A1/1–A1/2), Swahili (A1/1–A1/2), Turkish (A1/1–A1/2) and Ukrainian (A1/1–A1/2).

The intensive courses are designed for students and staff at the University of Graz, students from other universities and external participants. Languages offered: German (A1–C1), Arabic (A1/1), French (A1/1), Italian (A1/1), Japanese (A1/1), Korean (A1/1), Croatian (A1/1), Russian (A1/1), Austrian Sign Language (A1/1) and Spanish (A1/1).

The preparatory language courses prepare students of Romance, Slavic and Translation Studies for the language their degree programmes are conducted in. The courses are also open to students of other programmes. Languages offered: Spanish (A1/1–A2/2), French (A1/1–A2/2), Italian (A1/1–A2/2), Russian (A1/1–A1/2), Slovenian (A1/1–A1/2), Arabic (A1/1–A2/2), Turkish (A1/1–A2/2), Hungarian (A1/1–A2/2) and Austrian Sign Language (A1/1–A2/2).

In addition, Latin and Ancient Greek courses are available for students on programmes that require Latin and Ancient Greek.

### Universität Leipzig – Leipzig University (Germany)

At Leipzig University, students applying to study programmes are subject to varying language requirements. National students who have been educated in the German education system only have to present an English language certificate if their bachelor's or master's studies are conducted in English (generally B2 for bachelor's and C1 for master's). However, some programmes have additional requirements, especially those related to languages. For example, the African Studies programme

requires knowledge of some of the official languages of Africa at A2 or B1 level; the Egyptology programme requires a reading knowledge of Middle Egyptian; and in Romance Studies, a minimum prior language knowledge is required, although it is not compulsory for all languages because students can obtain the level throughout their studies. Students applying for a teacher training programme (*Lehramt*) who have proficiency in Sorbian (B2) receive special bonus points in the application process.

In the case of international students, the same requirements apply, but they must also demonstrate a German language proficiency level of C1 or C2, as the majority of the university's programmes, as well as all administrative processes, take place in German. In the case of international exchange students, regulations are set in the inter-institutional agreements. Leipzig University requires a language level of at least B1/B2. However, some international degree programmes also include courses taught in English, for which the language level B2 in English is a prerequisite.

At the end of their studies, only students in language-related programmes have additional language requirements, mostly between B2 and C1 levels of their languages (e.g. Romance Studies). However, some other programmes require at least a B1 level of any foreign language as part of their curriculum (e.g. Culture Studies).

As for non-academic staff, job advertisements do not specify any standardised requirement regarding German language proficiency. In administrative jobs, unless proficiency in English is relevant (e.g. International Office), no language requirements at all are specified. However, it is expected that candidates have excellent oral and written skills in German, which is the working language of the university. In contrast, many advertisements for academic positions specify that candidates should have a very good knowledge of written and spoken German (C1–C2) and good English skills (B2–C1). Language-related jobs (e.g. at the Language Center or in the Faculty of Philology) have additional specific requirements.

Although it is not necessary for students to obtain foreign language certificates for their studies – as we have seen in the graduation requirements – participation in the courses offered by the Language Center is very high. The reasons are varied, ranging from stays abroad to the pleasure of learning a language. Currently, the Language Center at Leipzig University offers 16 modern languages and two ancient languages (Latin and Greek). It has an average of 2,000 participants per semester, and practically all students at the University pass through the Language Center at least once during their studies. Most of the courses are for academic and professional purposes, but more general than the English courses for Specific Purposes (ESP), which are offered to students in specific programmes, including humanities and social sciences, law, sport and economics.

## Université Claude Bernard Lyon 1 – University of Claude Bernard Lyon 1 (France)

In general, Université Claude Bernard Lyon 1 requires students to have language proficiency at the B2 level. To be admitted, national students are expected to be proficient in French. The general guidelines for international students are that they must have a certified B2 level of French and, for degree programmes in English, a B2 level of English. Exchange students are also generally required to have a B2 level of French. However, each degree programme has its own requirements. Some degree programmes include courses taught in English, for which a B2 level in English is the prerequisite. To graduate, the general requirement is again either a B2 level in French or in English, depending on the degree programme which the student is enrolled in. After graduation, language requirements for job applications and the like vary greatly. It depends on the employer, but is generally specified in job descriptions.

The Language Centre at Université Claude Bernard Lyon 1 offers French as a foreign language (FLE) courses from the A1 to B2 level as well as French for healthcare. The Language Centre offers English courses for beginners (A1–A2) and general English as well as English for specific purposes (e.g. science and health) courses, which are taught for levels A2 to C1. Students can also attend workshops in Italian, Spanish and German, which are open to all levels.

## National University of Ireland Maynooth (Ireland)

Teaching in Irish Higher Education Institutions (HEIs) is normally through the medium of English; therefore, all applicants are required to demonstrate a high level of competence in English Language.

Applicants presenting an Irish Leaving Certificate or A-level are expected to meet English language requirements through these examinations (Leaving Certificate: minimum H7/O6, A level minimum GCSE 4/C). Applicants presenting other examinations, whose first language is not English, must provide evidence of equivalent competence in English Language (CEFR C1 or C2 levels). This can be done through their school leaving examination or matriculation examination or by achieving the minimum standard (there may be higher levels for matriculation and/or particular programmes in individual institutions) in a recognised English language test, as specified on the following website (note applicants are assessed on the results of a single sitting only):

https://www.maynoothuniversity.ie/study-maynooth/undergraduate-studies/how-apply/eu-efta-and-uk-applicants

Proficiency tests are used to meet entry requirements but do not count towards points scores. For all proficiency tests, the results must normally have been issued within two years prior to the start of your course (i.e. for entry in September 2024, only results attained since 1 February 2022 will be accepted).

Note: Where an applicant shows evidence of a hearing impairment which meets the requirements for access, the English language requirements can be met without the hearing and speaking components.

**Irish studies and courses**

The Centre for Irish Language at Maynooth University provides several programmes for national and international students, for staff at the university and for the language-learning community both locally and online. Our courses, which are a mix of credit-bearing and non-credit-bearing, fall into three broad categories:

1) CEFR-based Irish language courses, both credit-bearing and non-credit-bearing:

- LC101 and LC102, Ab initio modules for international students (5 ECTS x 2): These courses are based on the TEG* A1 syllabus and focus on basic communication skills in Irish, as well as aspects of Irish culture.
  Number of students: approx. 50–70 international students each year.

  * Teastas Eorpach na Gaeilge (TEG) is an examination system which provides general Irish language proficiency examinations and qualifications for adult learners of Irish. The exams are administered by the Centre for Irish Language in Maynooth University and are used as both entrance and exit requirements in educational institutions throughout Ireland, as well as being used as recruitment tools in public sector recruitment.

- Extramural evening classes for MU students and members of the public: All courses are based on TEG syllabuses at A1–B2 levels. Courses take place on campus and online. Students of the

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university take these programmes on a voluntary basis as an add-on to their degree programme subjects. Many of them see the courses as an opportunity to maintain and improve the skills that they attained in school, while others take up learning the language for the first time.

Number of students: c. 150 students each year.

- Irish classes for MU staff: These are short weekly informal classes provided free of charge to all MU staff. Classes are based on TEG syllabuses at A1–B2 levels.

Number of students: c. 60-80 students each year.

2) Online professional training programmes:

- Certificate in Teaching Irish to Adults (NFQ Level 6, 20 ECTS): This course is the only programme of its kind, offering professional certification to those teaching Irish in adult and community education or in third level institutions. The course consists of four 5-ECTS modules, focusing on the teaching and learning of Irish, 30 hours teaching practice, a teaching portfolio and reflective teaching project. The programme is delivered entirely online, making it accessible to students all over the world.

Number of students: 15 students each year.

- Postgraduate Diploma and M.A. in Translation and Editing (60 + 30 ECTS): This programme consists of a two-year part-time online Diploma, with an optional third year of study focusing on an MA thesis project. The Diploma is a professional qualification that aims to prepare students for careers in translation and editing. Students focus on accuracy and style, challenges that regularly arise in English-Irish translation, practical aspects of translation theory, and business and professional practice in the fields of translation and editing. The programme is delivered entirely online, making it accessible to students all over the world.

Number of students: 20 students each year: 10 in Year 1 and 10 in Year 2.

- Intensive online course in written accuracy (non-credit-bearing): This one-year online course is aimed at those working with the Irish language or those preparing for further training programmes in Irish teaching or translation. The programme is delivered entirely online, making it accessible to students all over the world.

3) Service-teaching for the Department of Modern Irish:

- 2-hour weekly workshop-style classes for undergraduate students of Irish (equivalent to 2.5 ECTS x 6): These communicative language classes are based on a common university syllabus for Irish and are one component of each of the six core 5-ECTS language modules of the BA Irish programme, equating to 50% of the teaching hours in each of those modules.

Number of students: 200–300 students in total taking a three-year BA degree programme.

### Universidade do Minho – University of Minho (Portugal)

Students entering the University of Minho through the general contingent or special national access regime must meet the specific language requirements for each degree programme offered. There are courses (mainly in the fields of languages and literatures) that require entrance exams in a foreign language (English, French, German, Spanish or Chinese), although a specific level is not required.

Foreign students entering the University of Minho through the international contingent to pursue a bachelor's degree must provide proof of B1 level in Portuguese and B2 in English.

Regarding the language requirements for admission to second-cycle degree programmes, the School of Economics and Management requires B2-level English certificates. Master's programmes in the language fields vary in the levels and languages they require, and the website for each programme should be consulted for specific information.

International students can attend Portuguese as a Foreign Language courses at BabeliUM – the Language Centre of the School of Letters, Arts and Human Sciences – to achieve the required language levels and then receive a certificate. BabeliUM also offers a wide range of certified language courses, with varying levels and purposes, that can be attended by students, faculty, researchers and administrative staff to deepen and develop their language skills. In addition, BabeliUM provides a Language Competence Assessment service to certify language proficiency according to the Common European Framework of Reference for Languages (CEFR).

**Università degli studi di Padova – University of Padua (Italy)**

At the University of Padua, students applying to study programmes have specific language requirements that they need to fulfil.

National students who have completed their secondary education in the Italian education system only have to present an English language certificate if their bachelor's or master's studies are conducted in English (B2 for all programmes apart from a few programmes that require C1).

Each programme establishes their own criteria for verifying that the applicants meet the language requirement, which is included in the admissions information. The following can be accepted:

- university exams or language tests at the required level (also issued by language centres)
- certifications included in the table published by the Unipd Language Centre
- certifications issued by the bodies included in the ministerial list
- certificates of diploma courses or degree courses taught in English

For some of the programmes, the language requirement may also be checked by means of a language test (TAL B2 reading and listening) provided by the Language Centre (CLA) or through an interview with the course representative.

All candidates with a qualification obtained abroad – regardless of their citizenship or residency – who intend to enrol in a degree programme taught in English at the University of Padua are required to demonstrate an adequate knowledge of English, corresponding to a B2 level or in accordance with the teaching regulations of the relevant degree programme. Only specific certificates are accepted and minimum scores are required. The certificates must be obtained no more than five years before the start date of admission to be accepted.

As per the Ministerial Circular concerning admission to degree programmes conducted in Italian, all candidates without European citizenship and not residing in Italy with a valid residence permit, who intend to enrol in a degree programme taught in Italian at the University of Padua are required to demonstrate at least a B2 level in Italian to be certified by 30 September. Only specific certificates are accepted. The language requirement may also be checked by means of an online test, in collaboration with the University Language Centre. European citizens are not required to present certificates.

Depending on the programme, the applicant's proficiency level can be certified through one of the following:

- University exams or language tests at the required level
- International certifications included in the table published by Unipd Language Centre or issued by the bodies included in the ministerial list
- A B2 reading and listening test to be taken at the Language Centre

- An interview with the course representative

Knowledge of another foreign language (e.g. English) may be required for admission, depending on the regulations of the individual programme.

For both courses taught in English and Italian, there are exemptions which can be seen on this [web page](#).

For exchange students, regulations are set in the inter-institutional agreements:

- B1 English level for students attending course units held in English
- A2 Italian level for students attending course units held in Italian

If a student attends courses both in Italian and in English, a certificate for each language is required. Language-related programmes have individual requirements, mostly between B2 and C1 levels of their languages.

For staff, the required level of English is B1 or B2 for administrative roles and B2 or C1 for teaching and research positions.

The number of language courses and participants at the Language Centre is quite stable. Here are the numbers for the 2022–23 academic year:

- Italian courses (all levels from A1 to C1): 93 courses; 2,891 participants
- Basic language courses for French, Spanish, German, English and Russian (A1–B1 level): 15 courses; 420 participants
- Courses for French, Spanish, German, English and Portuguese for Erasmus outgoing students (all levels from A1 to C1): 27 courses; 968 participants
- Preparation courses for the Language Centre English tests (B2 level): 9 courses; 289 participants
- Academic English courses for doctoral students (B1–C1 level): 23 courses; 310 participants
- English as Medium of Instruction (EMI) courses for professors (B2–C1 level): 9 courses + 3 conversation sessions; 220 participants
- English courses for administrative staff (A2–B2 level): 5 courses; 81 participants
- English and German courses for specific programmes (Medicine and Scuola Galileiana): 3 courses; 46 participants
- IELTS preparation courses (B2–C1 level): 2 courses; 39 participants

The Language Centre offers a wide variety of language courses, catering to students from various backgrounds and levels of proficiency. The most popular courses are in European languages such as Italian, French, Spanish, German, English, and Russian. For instance, in the recent academic year, there were almost 2.900 participants enrolled in Italian courses alone. The Centre also provides specialised courses for Erasmus students, doctoral students and academic staff. For example, the Erasmus student programme offered 25 courses in various languages and attracted over 800 participants. Overall, enrolment numbers in language courses at the Centre have remained consistently high.

### Vilniaus universitetas – Vilnius University (Lithuania)

Studies at Vilnius University are conducted in Lithuanian or English and/or other languages if the study programme requires it. Throughout their studies, students improve both their general and specific knowledge of Lithuanian.

The language requirements for those intending to study at Vilnius University are set out in the guidelines for admission to the study programmes and/or subject/module descriptions. If the bachelor's or master's studies are conducted in English, the general requirements are B2 for bachelor's and C1 for master's programmes. If necessary, students will be offered preparatory courses to improve their language skills.

To facilitate the integration of international students into the academic community and the social life of Lithuania, the University provides opportunities for students to learn Lithuanian as a foreign language. In addition, Vilnius University offers a full study programme and a specialisation in Lithuanian. Students can also take individual subjects (modules) in English and/or another language at any part of their studies.

Vilnius University encourages students to learn and develop communicative and intercultural skills as part of learning a foreign language. First cycle and integrated study programmes require students to study at least one foreign language (generally English, which is English for Specific/Professional Purposes, or English for Academic Purposes and Research) and achieve at least a C1 level (CEFR) with a minimum of 5 ECTS credits. The Study Programme Committee determines the specific scope and form of the study of a subject foreign language. The English for Specific/Professional Purposes and English for Academic Purposes and Research courses have a prerequisite of a B2 level in English; they are delivered by the Institute of Foreign Languages in the Faculty of Philology. Each year, approximately 800–1000 students from a range of study programmes at Vilnius University enrol in and complete these courses.

Students who take part in individual studies can also study another foreign language at any level (A1–B2) desired. This flexible study model allows students to develop general and interdisciplinary competences and broaden their knowledge of related fields. In addition, it provides them with opportunities to learn a wide variety of languages. The most popular second language choices among students at Vilnius University are German, French, Spanish and Italian.

The Faculty of Philology offers various first and second cycle philology programmes, in which several languages are taught alongside literature and culture. At the bachelor's level, there are about 20 language programmes including Swedish, Danish, English, Finnish, Norwegian, German, Italian, Spanish, Latvian, Estonian, Greek, Latin, Turkish, French, Polish, Russian and Ukrainian. The level of language proficiency required is defined separately by each study programme. At the end of their studies, students in programmes related to language, literature and/or culture are expected to achieve between B2 and C1 (as specified in their study programmes) in the language(s) of their studies.

Vilnius University also offers the general public a variety of opportunities for teaching and learning languages. For example, the University has lifelong learning programmes that are open not only to students but to the general public as well. Apart from the most popular languages (English, German, French, Italian and Spanish), these programmes usually include less frequently taught and learned languages: Estonian, Hungarian, Croatian, Romanian, Kartvelian, Slovenian, Turkish and Ukrainian.

The level of language proficiency that academic and non-academic staff at the University must have is defined in the job descriptions. Many advertisements for academic positions specify that candidates should have a very good knowledge of written and spoken Lithuanian and good English skills (B2–C1). Language-related jobs (e.g. in the Faculty of Philology) have additional specific language requirements.

To facilitate the integration of academic staff from foreign countries into the University's community and Lithuanian society, they are provided with opportunities to learn Lithuanian as a foreign language.

Academic staff who teach content courses in English or another language must have a language proficiency level of at least C1. In accordance with the Language Policy Guidelines and their Implementation Plan, Vilnius University offers opportunities and encourages its staff to improve their communicative competencies in the subject-specific and/or general Lithuanian and the foreign language necessary for their teaching position (e.g. EMI or any other language courses offered).

## Uniwersytet Wrocławski – University of Wroclaw (Poland)

Students applying to study at the University of Wrocław have certain requirements concerning foreign languages that need to be fulfilled. All of the requirements should comply with the Law on Higher Education; however, universities maintain a certain flexibility in this area.

Degree programmes conducted in Polish:

Bachelor's degrees:
The general rules for Polish-language degree programmes state that students are obliged to pass an exam in a chosen foreign language at the level of B2. The choice of language depends on the courses offered by the Foreign Languages Centre (languages available to be taught) and may also depend on specific requirements set by the department and described in the programme of studies. Students take an online placement test.

The students are offered 180 hours of language courses. If they are exempt from the mandatory course on the basis of approved documents or certificates, they can attend language courses of their choice.

Master's degrees:
The general rule for Polish-language degree programmes states that students are obliged to pass an exam in a chosen foreign language at the level B2+ (ESP).

Bachelor's programmes conducted in Polish require that students submit their school leaving exams (e.g. A levels or "Matura Exam" – in Polish). Candidates should obtain points to go through the admission process successfully. The points are calculated by algorithms prepared by the admission commissions in the particular department. Candidates can calculate the entry points themselves as the algorithms are available on the University website. The regulations and more specific information can be found here:

https://rekrutacja.uni.wroc.pl/vademecum-kandydata/

Candidates for master's degree should present a bachelor's degree and fulfil the specific faculty requirements..

Students from abroad:
The requirements for students coming from abroad are prepared according to the field of study chosen by the student. The faculties decide individually what type of proof students must present to demonstrate proficiency in Polish. It might, for example, be a conversation in Polish or presenting documents requested by the admission commission.

It is important to remember that regulations can vary slightly according to the field of study and faculty as the University of Wrocław faculties have a certain level of autonomy in this area. However, all of the regulations have to be accepted by the Senate.

In case of questions or concerns, students may refer to the faculty web pages and information placed on the site below: https://rekrutacja.uni.wroc.pl/#

Degree programmes conducted in English:
The requirements are set by the particular departments and stated in the degree programmes. All of the rules referring to admission procedures to English language degree programmes are stated by the departments and may slightly differ depending on the faculty and field of study. The general norm is that

the candidate must have a B2 level of English at the time they begin their studies. The list of documents and certificates was prepared by the Foreign Languages Centre and accepted by the University Senate.

Each programme establishes necessary criteria to verify the candidates' language qualifications. The criteria are included in the admissions information. The documents can be verified by the Foreign Languages Centre if it is required by the department or if the situation requires additional verification or comments. The list of documents and certificates can be found here:

https://spnjo.uwr.edu.pl/wp-content/uploads/sites/59/2024/06/Certificates-accepted-for-exemption_20240627.pdf

https://spnjo.uwr.edu.pl/jezyki-nowozytne-zwolnienia/

At the University of Wrocław, language certificates must be obtained no more than five years before the start date of admission. The rules refer both to Polish and foreign candidates.

Foreign candidates are required to attend a Polish language course at the School of Polish Language and Culture. The number of hours and credits points are stated in the specific degree programmes prepared by the faculties. Information about the Polish language courses for foreigners can be found here: https://www.sjpik.uni.wroc.pl/pl

Accepted certifications and minimum scores:
Some degree programmes have specific requirements, for example, language studies (except for Polish studies), where the foreign language exam taken at the end of studies can be at the minimum level of B1. Some programmes also require only certain languages – and students are limited in their choice, for example, biotechnology – English and chemistry – English, German and French.

The language requirements are checked by means of an online test that is taken remotely. The test is prepared and conducted by the Foreign Languages Centre before the beginning of the degree programme.

For both degree programmes taught in English and Polish, there are exemptions that can be verified by the Foreign Languages Centre (FLC). The language chosen by the candidate (student) becomes compulsory and cannot be changed to another one.

For exchange students, regulations are set in the inter-institutional agreements.

Language requirements for graduation:
The language requirements for graduation (language, level) depend on the programme:

● most of the bachelor's degree programmes require a B2 level in a foreign language, except for foreign language studies, for example, Korean studies, Czech studies and German studies, where the minimum level is B1;
● most of the master's degree programmes require a B2+ level of foreign language; some programmes require only English (e.g. biotechnology and chemistry) whereas others require specific languages (e.g. English, German or French). Foreign language studies require lower levels – B2 I (the lowest), B2 II or B2+ (the highest).

The mandatory courses and language proficiency tests are organised and delivered by the FLC (Foreign Languages Centre).

Language requirements for staff:
For administrative staff, a B1 or B2 level of English is generally required, depending on the job field and the office. For teaching staff – the requirements are set by the faculties.

Languages taught at the Foreign Language Centre:
The FLC provides language courses in English, German, French, Spanish, Italian and Russian. The total number of students per semester oscillates at around 4,000–4,500 students.

Most students take English courses – about 2,500 – but Spanish and Italian have recently become more popular and an increasing number of students are enrolling in these courses.

The number of students per language course group is between 12 and 18.

## Arqus Universities: Commonalities, differences and trends

As we have seen above, universities do not usually require **students** who completed their schooling locally to present proof of language proficiency if they are planning to study in their native language. For example, if a student finished their secondary schooling in Spain and then applied to study a content subject in Spanish at the university level, they would not have to submit any proof of language proficiency.

English proficiency is universally required for admission to programmes taught in English, with B2 (CEFR) being the standard for undergraduate and C1 (CEFR) for graduate studies. Most universities offer language courses to assist students in developing their foreign language skills. However, the level of support provided to students in learning a foreign language also differs at the individual universities. Some institutions offer a wider range of language courses and resources – such as language labs and tutoring services – whereas others may provide more limited options. These variations can significantly impact the learning experience for students who are not proficient in the language of instruction.

The language of instruction also differs between the universities. Whereas some institutions primarily offer programmes taught in English, others predominantly teach in the local language and integrate some English courses into the curricula. In addition, graduation requirements vary depending on the programme, but proficiency in at least one foreign language, typically at the B1 or B2 level (CEFR), is common.

Regarding **staff** requirements, job descriptions frequently outline expectations related to language proficiency. Academic positions generally demand a higher level of language proficiency than non-academic roles. For instance, non-academic staff may need only a basic level of English, but academic staff often require advanced proficiency in both English and the local language, especially if they are involved in research or teaching in English.

There is a **growing trend towards internationalisation** in higher education, which is reflected in the increasing number of universities that offer programmes taught in English and the greater emphasis on foreign language skills, both for students and staff. There is also a move towards making language requirements more flexible. For example, some universities now allow students to demonstrate proficiency through a variety of means, including interviews or online tests.
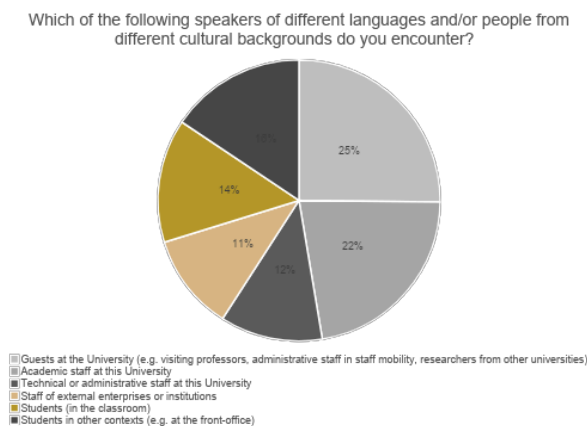
The **programmes offered by the Plurilingual and Intercultural Hub** play an important role as they provide students and staff with additional opportunities for learning a new language or improving one of their existing languages. This is particularly important in cases where the universities themselves do not

have or only have limited resources to do this. For example, students who are studying in English often have limited opportunities to learn the local language and the Arqus A1 courses are a way to fill this gap.

**Administrative and academic staff**

Given that information related to language and cultural proficiency levels among administrative and academic staff is lower compared to the student body, in 2020 Action Line 4 Multilingual and Multicultural University (precursor to WG 11) carried out a survey to identify linguistic and intercultural training needs of this group (Gödeke and Klinge, 2022). It was developed collaboratively by the seven Arqus member universities at the time. The results obtained were intended to provide the universities guidance so that they could improve the training programmes for their academic and administrative staff by designing language courses and learning opportunities tailored as much as possible to their effective needs.

The outcomes showed that both academic and administrative staff have frequent encounters with people who speak other languages or have other cultures. The most common language is English, followed by German, French and Spanish, but it is not limited to European languages as the staff also have frequent interactions with Chinese, Russian and Arabic speakers. These contacts are mostly face-to-face or via email. It is therefore necessary that both academic and administrative staff develop their language skills, both in oral and written form.



Which of the following speakers of different languages and/or people from different cultural backgrounds do you encounter?

- Guests at the University (e.g. visiting professors, administrative staff in staff mobility, researchers from other universities)
- Academic staff at this University
- Technical or administrative staff at this University
- Staff of external enterprises or institutions
- Students (in the classroom)
- Students in other contexts (e.g. at the front-office)

Participants also stated that cultural misunderstandings are rare, but when they do occur they are mostly a result of language such as unfamiliarity with terms specific to the field of study or a lack of pragmatic knowledge of the language (e.g. tone and register). Not understanding the academic culture and discrimination based on origin, gender or age also stand out as reasons for cultural misunderstandings.

Although the overall participation was below the initial expected numbers, the results allowed us to obtain a general picture of the linguistic landscape of the Alliance and to design specific programmes for academic and administrative staff.

## NEEDS ANALYSIS

In this section we will present the needs analysis we carried out for both students and staff, which consisted of a range of activities. On the one hand, the survey we presented in the previous section already gave us several indications of the type of activities and programmes that academic and administrative staff were interested in. On the other hand, the Arqus Languages and Cultures Community of Practice – which focused primarily on the Arqus Network of Language Centre Directors –

worked over several sessions to analyse the needs of the language centres, both for students and staff. Finally, we have collected feedback from the participants of the Arqus Café, one of the Plurilingual and Intercultural Hub activities with the highest participation, to determine their needs and to be able to implement their suggestions into future editions of the Arqus Café.

**Survey: University staff members' linguistic and intercultural needs (Gödeke and Klinge, 2022)**

Some of the most relevant results showed that staff encountered a wide variety of groups and languages, with English being the most important one. In the needs analysis section (and subsequent programme design), the results showed that participants, especially administrative staff, found courses on interculturality and language courses quite useful to very useful. These courses helped them to "overcome cultural misunderstandings" and "overcome difficulties in communicating", respectively. They also felt that training in aspects of intercultural communication would be very relevant to their own professional activities. However, they indicated that they had not attended the courses available at their respective universities.
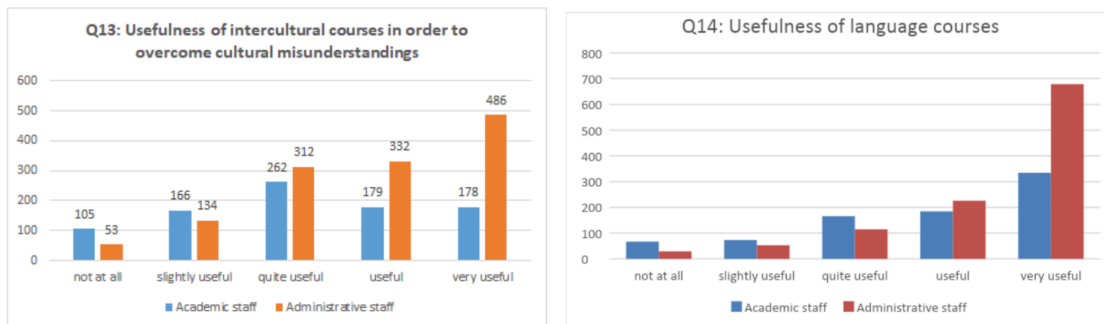


There was also a greater interest in language courses with intercultural topics, and respondents suggested that the following activities be offered and promoted: staff exchange and mobility programmes, short visits or stays abroad with language and cultural components, and staff-only language courses. Several respondents specified their desire to take a language course with a work-related focus. In this sense, academic staff members referred to training in English-medium instruction, terminology relating to their field of research and scientific/academic English. As for training formats, apart from workshops, seminars, and courses, both administrative and academic staff were interested in the following: informal settings such as regular conversation groups, tandems (esp. administrative staff), one-off cultural events, language cafés, games and role-playing sessions for intercultural scenarios, both online courses and face-to-face courses, audio-visual material such as video clips on various topics, and online access to learning materials.

One issue that was highlighted in connection with training courses was that of timing and the time constraints of the respondents. Their availability should therefore be taken into account when organising courses. Correspondingly, some respondents said that they would like to take flexible, on-demand courses.

**Community of Practice: Arqus Languages and Cultures and the Network of Language Centre Directors**

Following on from these needs, in the second funding phase of Arqus WG11 Plurilingual and Intercultural Hub, the Network of Language Centre Directors established a community of practice called Arqus Languages and Culture, which aims to address the needs identified in the survey of the first phase (bottom-up approach) as well as those identified in the members' own language centres (top-down

approach). The group identified six areas of action for specific target groups with the following measures:

- Courses and programmes: A variety of online and in-person courses, programmes and events to address specific needs and interests of target groups.
- Learning and teaching materials and resources/tools: Sharing existing resources, using these to create additional resources in other languages and making these accessible online for the Arqus and/or general community.
- Certification: Providing recognition for both informal and formal language and cultural learning.
- Mobility: Providing opportunities for mobility and in-person language and cultural learning.
- Professional development: Addressing specific needs of each target group and providing best practices.
- Community building: Building and establishing relationships and providing opportunities for socialising and networking.

Autonomy, digital learning, European citizenship and social equity are transversal values to each action area. In the following section, we describe the actions that have been carried out to date and those that are planned.

**WG11 activities: Arqus Café, workshops and series, and language courses**

Some of the activities stemming from these proposals have also been the ideal place for a needs analysis. For example, the Arqus Café, which brings together more than 350 students each semester, collects data in each of these evaluations. From this data, we learn what our participants are happy with and what they would like to have changed in future editions of the Arqus Café and, therefore, what they need. In addition, Vilnius University carried out a survey as part of a research project in spring of 2024 on the Arqus Café. And finally, we ask our participants of the A1 courses, summer schools and English as Medium of Instruction (EMI) language workshops to fill out evaluations to help us adapt and improve our programmes. The following qualitative results were obtained:

- **Arqus Café evaluations**: The participants indicated improvement in their language skills, especially in the areas of speaking, listening and vocabulary as well as cultural and intercultural skills. Participants and tutors appreciated the opportunity to "practise speaking in spontaneous conversation" and getting to know "different cultures and words". They value the "diversity" and the "relaxed atmosphere". Here are a few longer quotes from participants:

*"I was very excited to find out about the Arqus Cafe initiative, and now I am just happy to have been able to attend the sessions. Without these sessions, I wouldn't have had the opportunity to practise speaking in spontaneous conversation, which is a very important skill. I am very grateful, and I hope it will be the same from autumn."*

*"The Italian Café was a great opportunity for me to practise my speaking skills and a lot of fun as well. The two tutors did a great job, were very helpful and were interesting to talk to. I will definitely be there again next semester!"*

*"I have been participating in Portuguese and French Cafés for 3 semesters now and I couldn't be more grateful. As someone who is trying to learn a foreign language on her own, this opportunity is so useful and engaging because you not only acquire new vocabularies and improve your pronunciation, but you get to explore so many different topics and get to know people from different countries and cultures. I also found it relaxing to spend 2 hours a week chatting and I hope to be able to continue next semester as well!"*

*"Thank you for organising these cafés. It's a great way to practise the languages you are learning in a comfortable and fun environment."*

*"I think it is a good idea to create groups at different levels (basic and advanced); also, language cafés run by two people (as natives) are probably more interesting; it might be worth providing a list of vocabulary on a given topic after (or before) the cafes (although this might then be more like school ;))"*

The last quote was an example of suggestions provided by the participants. As we received similar suggestions from several students, we implemented two different levels of some of the most popular cafés in Summer Semester 2024. In addition, we also strive to have two tutors where possible so that they can work together and cover for each other in the case of illness. When we look for tutors, we write that we are looking for native-level speakers to be tutors and then we confirm this in a tutor training session.

- **Vilnius survey on the Arqus Café**: A student from Vilnius University conducted a small survey of Arqus Café participants as part of her bachelor's thesis. Thirty respondents completed the survey and the student summarised the responses as follows:

*"The laid-back atmosphere of the Arqus Language Café was well received and very much appreciated by participants from different universities and study programmes as it aided in their language proficiency and provided them with more self-assurance. Some suggestions were made, like creating level-specific groups, incorporating quizzes and increasing the session frequency. The responses show a general satisfaction with the format, frequency and the Arqus Language Café overall. The feedback from the students also emphasises how important it is to pay attention and share the news about the Arqus Language Café, as a significant portion of the students were either unaware of the programme or had only recently become aware of it."*

- **Evaluations for the A1 courses**: participants value the development of A1 level programmes very highly, especially those who are on exchange programmes abroad or studying in English. They appreciate the online format and the flexibility and working method of the teaching staff. They would like to have this programme on an ongoing basis, in more languages and with a continuation at A2 level.
- **Evaluations for the summer schools**: The summer school students appreciate the opportunity to study at other Arqus universities and describe what it means to them to be part of the Alliance. Below you can read some quotes from students who participated in the Spanish and German B1 Summer School:

*"Ich bin so dankbar für Arqus, dass es uns diese einmalige Erfahrungen ermöglicht hat. Ohne die Arqus Summer School hätte ich den Sprachkurs und alle Erlebnisse, die damit zusammenhängen, nicht machen können. Es hat auch ein Gefühl von Zusammenhalt geschaffen und der Kontakt zwischen uns Studierenden aus Leipzig und Granada wird hoffentlich noch lange bestehen!"*

*"I am so grateful to Arqus for giving us this unique experience. Without the Arqus Summer School, I wouldn't have been able to do the language course and have all of the experiences that went with it. The Summer School really created a sense of community, and I hope that the contact between students from Leipzig and Granada will continue for a long time to come!"*

*"Für mich ist es eine tolle Möglichkeit, an kulturellen Austauschen teilzunehmen und neue Einblicke zu gewinnen. Ich habe mich sehr privilegiert gefühlt, an diesem Sprachkurs teilzunehmen, den ich mir sonst nicht hätte leisten können. Aus diesem Grund bin ich sehr dankbar, Teil der europäischen Hochschulallianz Arqus zu sein. [...] Wenn es zusätzlich noch eine finanzielle Förderung für Unterkunft o.ä. gegeben hätte, wäre es noch besser gewesen :)"*

*"For me, it was a great opportunity to take part in cultural exchange and gain new insight. I felt very privileged to participate in this language course, which I would otherwise not have been able to afford. For this reason, I am very grateful to be part of the Arqus European University Alliance. [...] If there had been additional financial support for accommodation or similar, it would have been even better :)"*

*"Me ha encantado la atmósfera de compañerismo que se ha respirado continuamente tanto dentro como fuera de clase. La oportunidad de poder conocer a estudiantes alemanes de español y realizar intercambio*

*lingüístico con ellos, sin contar lo amigables y simpáticos que son, también ha supuesto una ventaja muy grande. También que se hayan podido aplicar los conocimientos aprendidos en clase al día a día, y lo útiles y completas que han sido las actividades culturales."*

*"I loved the atmosphere of comradery that was always present both inside and outside the classroom. The opportunity to get to know German students learning Spanish and to have language tandems with them, not to mention how friendly and nice they are, has also been a great advantage. And I also liked the fact that we were able to apply the knowledge we learned in class to our daily life, and how useful and complete the cultural activities were."*

*"[El curso es] una oportunidad muy buena para desarrollarnos tanto en multiculturalidad como en idiomas. Además, la alianza tiene un propósito muy positivo y me ha hecho plantearme informarme mejor sobre ella y quizás formar parte en un futuro."*

*"The course was a very good opportunity to develop both multiculturalism and language skills. I also believe that the Alliance has a very positive mission, and this experience has made me consider learning more about it and maybe joining in the future."*

- **Evaluations for the Weekly Workshops for Teaching in English**:
  - Participants wrote that they appreciated the workshop because they gained "good skills", "useful tips to improve my writing skills", "a deeper knowledge for planning future English classes", "methodologies to approach a multilingual classroom", "advice on how to improve pronunciation, directions on how to develop my knowledge of academic language and also tools and resources", and "practical teaching methods to consider in their own work, as well as ideas inspired by the material shared by other participants".
  - Some suggestions for the future were to offer longer workshops, focus on passive and active forms, focus more on pronunciation and accents, and offer participants the opportunity to review the material in advance, and focus on research-based actions.

As we have seen in this section, the needs of our universities, although varied, are well defined. The Plurilingual and Intercultural Hub has tried to meet these needs within its possibilities. Below we present the programmes that have been designed and carried out as a result.

## JOINT ACTIVITIES AND INITIATIVES

In this section, we describe the programmes developed to exploit and foster the multilingual potential of partners within the Arqus Alliance. In the needs analysis, we have seen that there is interest in different types of activities and in various formats. Following the work started in the first phase of Arqus until 2022, the Arqus Universities pooled efforts and resources to offer several joint programmes that were able to respond to the needs of both students and staff in the alliance, which we will describe below.

**Arqus Language Café: online and in-person**

One of our most established and well-known activities is the Arqus Café. The Arqus Café is a virtual meeting place where students and staff from the Arqus partner universities can practise their language skills outside of the language classroom. The sessions are not led by teachers but instead by language tutors who are native-level speakers. This is a great way to expand language and cultural knowledge informally and with other language learners in a relaxed atmosphere. The Arqus Café was first started in Winter Semester 2020 and there has since been eight editions. Each edition lasts for about 11–13 weeks and the participants meet once weekly for an hour with their tutor. In January 2024, we were able to hire an Arqus Café Facilitator using funds we had applied for from the Arqus Innovation Fund. The Facilitator has been able to expand the number of cafés offered and to offer two levels (beginning/intermediate and intermediate/advanced) for some languages (e.g. French, German, Italian

and Spanish). In the eighth edition, we were able to offer 28 cafés, including cafés for all of the Arqus languages. More than 530 members from all Arqus Universities registered for the online Cafés as participants. A total of 42 members of the Arqus universities took part in tutor training in preparation for tutoring an Arqus Café. The Facilitator has also expanded the in-person cafés at Leipzig University – there were about 100 participants in Summer Semester 2024 – and she is helping Vilnius University to start up their own in-person cafés. In addition, she leads the Arqus Task Force, which meets after each edition to reflect on what worked well and what things need to be improved. We hope to continue to increase the number of Arqus Universities that offer in-person Arqus Cafés. In this post-Covid society, it is important to give students and staff the opportunity to meet in person.

**Plurilingual summer and winter schools**

The plurilingual summer and winter language schools are short-term physical or hybrid mobilities for students and staff to gain awareness of relevant key skills such as mediating between people from different cultural and language backgrounds. To date, we have only offered summer schools, but we would like to offer winter schools in the future. In the academic year 2022–23, there were a total of 38 participants with a wide range of languages: German (Leipzig University), Italian (University of Padua), Portuguese (University of Minho), Polish (University of Wroclaw) and Spanish (University of Granada). The format of each summer school was different: while Leipzig and Granada organised an in-person summer school only for Arqus students, the universities of Wroclaw, Minho and Padua offered scholarships for Arqus students to take part in their programmes. In the academic year 2023–24, the second edition of all of the summer schools has begun, with numbers to date to be determined but which, based on enrolments, already exceeds those of the previous edition.

**Language courses and workshops**

In the needs analysis, language courses are always very present. Interests vary, of course, and respondents have different priorities. But given the available resources of the universities in the Alliance, we decided to focus on what the partners did not yet offer and what seemed to be a common need: free online courses at the A1 level to facilitate mobility and integration. Many students today are studying in English-language degree programmes in countries where they do not speak the local language. In order to retain more of these students after graduation, they need to be encouraged to learn the language of the country they are living in. In Leipzig, for example, there is very little opportunity for students to learn German at the University, and many other programmes through language schools, for instance, are too cost-intensive. These A1 courses are an opportunity for students to get a good start on learning the local language and to connect with peers who are in a similar situation. In addition, the A1 courses are also a valuable resource for students who are enrolled in an Arqus joint degree programme.

The A1 level language courses are open to students at all partner universities. They provide foundational training in the target language and emphasise interactive learning, a comprehensive curriculum and cultural integration. Tailored for beginner-level students, the courses foster basic vocabulary, grammar understanding, and practical communication skills and are supported by interactive tools, cultural insights, and a supportive online environment. With a focus on accessibility and flexibility, the courses aim to cultivate language proficiency, cultural awareness and effective communication within the diverse academic community of the Alliance. These language courses focus on helping participants to achieve the EU language policy objective of mastering two European languages in addition to their native language, and the series promotes online mobility and cross-cultural integration. Building on the success of the initial A1 courses (German, Lithuanian, Polish and Spanish) offered, we aim to expand the programme to offer additional languages and strive to enrol a minimum of 20 participants per course per

semester. With nine language courses and four semesters, we expect more than 700 participants by September 2026.

In addition, we offer a two-part online workshop titled **Better Language Learning**. At this workshop, participants are introduced to and discuss a variety of useful language learning techniques and new approaches. The goal is to help participants find out what works best for them. In addition, we want to motivate participants and help them get started and/or make significant progress on their language learning journey.

**English as Medium of Instruction (EMI) programmes**

Many teachers working at Europe's higher institutions of learning today are faced with new challenges as they begin to teach their core subjects in English. Successful classroom learning requires leadership and engagement that not only stimulates student participation but also facilitates comprehension. For these purposes, language teachers and academics engaged in EMI (English as Medium of Instruction) may wish to boost their own language skills and exchange ideas with international colleagues in the context of a virtual mobility. We have offered two programmes that provide this opportunity:

a) <u>Weekly Language Workshops for Teaching in English</u>

In these 90-minute sessions, participants had the opportunity to practise various language skills and gather new inspiration for their teaching curriculum. Some of the topics were elements of academic writing such as cohesive devices and discourse markers and or challenges posed by vocabulary and grammar. Participants had the opportunity to improve their overall fluency while practising interactive communication skills. Two sessions of six workshops were offered in the academic year 2023–24, and there were over 50 participants in the second session. We had lower numbers in the first session, but made changes to increase our numbers: we offered the workshops at times where more lecturers could participate and we changed the name from "Weekly Language Workshops for EMI" to "Weekly Language Workshops for Teaching in English". Although the term EMI, which stands for English-Mediated Instruction, is well established in the language community, the more general title was more appropriate for the target audience of participants. The participants included lecturers who teach in English in a wide range of disciplines.

b) <u>Seminar series: Building the Arqus EMI Community of Practice</u>

This annual seminar series invites researchers and practitioners across the Arqus Alliance who are already teaching content courses in English (EMI) or have just started the process of incorporating English as a Medium of Instruction (EMI) into their work and/or institutions. The series is seen as an interactive and supportive forum for practitioners and researchers to engage in regular dialogue to exchange experiences of EMI and become familiar with ongoing research in the field, with a view to improving practices and engagement with EMI across the Alliance. Maynooth University coordinates and facilitates this series as they have a special emphasis on EMI. The series began in the 2023–24 academic year and topics presented and discussed ranged from intercultural competence and linguistic diversity in EMI settings to being a non-native English speaker in academia and introducing English courses and degree programmes.

**9 Months, 9 Universities**

Based on the successful 7 Months, 7 Universities series offered in the first funding phase of Arqus, 9 Months, 9 Universities is a new series of guest lectures that focus on specific topics related to language

and culture. The series targets mainly graduate and postgraduate students as well as early-stage researchers and lecturers interested in these topics. The talks are intended to generate awareness and appreciation for the topic of multilingualism as well as an understanding of the many areas of our lives that are influenced by language. The webinars are available on the [Arqus YouTube channel](#). Like with the EMI series, each university is responsible for one month and finding a speaker for that month. By September 2024, the original series (7 Months, 7 Universities, 2020-2022) had ten thousand views on YouTube, and the first round of 9 Months, 9 Universities (2022-2023) is currently at over 1600 views.

In the next round of 9 Months, 9 Universities (2023-2024), the series will have a stronger focus on students, who will also be able to participate as speakers presenting their master's or doctoral research alongside their supervisors.

**Multilingual terminological database for terms in higher education**

As recognised by all major international organisations and networks, terminological consistency is the basis for strong and efficient communication. The Arqus terminological database is based on the state-of-the-art bilingual terminology management tool UGRTerm, which was developed by terminologists as well as language policy and internationalisation experts at the University of Granada ([https://ugrterm.ugr.es/about-ugrterm/](https://ugrterm.ugr.es/about-ugrterm/)). In the first funding phase of Arqus, the existing terminological resources at each partner institution were analysed and a feasibility study on the upscaling of UGRTerm was conducted to test the interoperability of the data. A work plan was then prepared to develop specific terminology collections in the Arqus languages. For the majority of the terms, the working group prepared terminology lists in English, which were then translated into the partner languages and added to the termbank. However, there are also terms that are part of the Bilingual Partners' Institutional Terminology collection, and in this case the working group members first prepared a list of Arqus-relevant terms used at their university in their local language and then these terms were translated into English. The fully multilingual termbase containing all of the compiled terms is now available online. It currently has 4 terminology collections and 7 languages. In the second funding phase of Arqus, the team is working to add Polish and Portuguese to the languages available so that all of the Arqus languages will be represented. Go here to search the database: [https://arqusterm.ugr.es/](https://arqusterm.ugr.es/).

**Go here to read more about the database**:

[https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/online-terminological-data-base-for-terms-in-higher-education/](https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/online-terminological-data-base-for-terms-in-higher-education/)

**Arqus Multilingual Module**

Based on the feedback collected during the first phase and part of the second funding phase of the Alliance, there was a need to concentrate the various activities and events that were being offered under the umbrella of plurilingualism and intercultural competence under a module that would be recognised and structured by all institutions. In October 2023, the first draft of what is now the Arqus Multilingualism Module was drawn up, and it was then approved by the Studies Committee in June 2024 as part of the academic programme offered at Vilnius University. This module includes several of the activities, courses and events that Arqus Universities offer in the context of language and culture.

This online module is based on a self-paced container model that consists of four structural parts: 1) theoretical aspects of linguistics and multilingualism (e.g. language and society, language and globalisation, history of the Lithuanian language and language policies); 2) formal learning of languages (i.e. online A1 level foreign language classes); 3) informal learning of languages (e.g. attending Arqus language cafés and tandem learning experience); 4) initial and final reflections.

The purpose of the Arqus Multilingualism Module is to make multilingualism visible and increase plurilingualism as well as to give students the opportunity to reflect on language and intercultural competence. This module provides a structure for students to work on their foreign languages and pursue one of the objectives of the EU language policy that EU citizens should be able to speak two foreign languages in addition to their native language (https://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy). This module will also allow students to familiarise themselves with theoretical concepts of language diversity, language learning strategies, (socio)linguistics, plurilingualism and multiculturalism. The Arqus Multilingualism Module provides for a critical approach to and reflection on learning languages. It will be piloted on a small scale in Winter Semester 2024–25 by Vilnius University and then again in Winter Semester 2025–26. After the two pilot phases, the plan for moving ahead and making the module a permanent fixture will be made.

**Limits and challenges**

While our alliance has made significant strides in promoting linguistic and cultural activities, there have been limits and challenges along the way. We have successfully implemented a variety of programmes, yet certain areas remain underserved. For example, despite our best efforts, we have been unable to offer A2 level courses or organise more summer schools. This shortfall is primarily due to a lack of financial and human resources and is compounded by the different national regulations that govern educational initiatives across the member countries. These constraints have limited our capacity to fully meet the diverse needs of our participants and expand our offerings as extensively as we had envisioned.

## RESOURCES

**Arqus Language and Culture Resources and Tools**

Two types of resources and tools are being collected and developed for this project: internal (accessible only to members of the Alliance) and public (open for everyone). The internal resources and tools include translation memories, an Arqus Style Guide, links to local style guides, and resources for multilingual events. The public resources include recommendations for efficient multilingual communication within the Alliance, online resources and tools for language learning and an Arqus Digital Pre-Mobility Toolkit.

### Internal resources

**Translation memories** are defined as databases that store segments, which can be sentences, paragraphs or sentence-like units that have previously been translated in order to aid human translators and both speed up the translation process and ensure more consistent translations. In the second funding phase of Arqus, we plan to first identify what type of Arqus texts are being translated either into English or into the partner languages and who is carrying out this translation. We will then request that those translating Arqus content create a translation memory for each language pair and direction (e.g. English into German and French into English). The translation memories will be stored on an internal webspace and be accessible to members of the Arqus communities. The Arqus Style Guide is set to be released in September 2024.

The **Arqus Style Guide** is intended primarily for authors writing English texts and translating texts into English for central publication by the Alliance and on the Arqus website. The Style Guide is designed to help improve the quality and consistency of texts written for an international audience within the context of the Arqus Alliance. The Arqus Style Guide is based on British English guidelines as described in

the New Oxford Style Manual as well as on existing style guides such as University of Granada's English Style Guide and Leipzig University's English House Style. It is divided into three main parts: the first part focuses on general characteristics of British English and clear and idiomatic writing, the second part is a quick guide for writing news items and the third part looks at a number of specific issues and can be used like a reference guide. We encourage Arqus members who are writing texts and preparing content for the Alliance to read through the entire style guide and then to use it as a handy reference when questions come up. We want to ensure that the information and texts produced in the Alliance are as clear, reader-friendly and accessible as possible and believe that having a common style guide for the Alliance is a first step to achieving this goal. It is, however, work in progress. Questions or constructive feedback can be sent to plurilingualism@arqus-alliance.eu.

In addition to the Arqus Style Guide, we plan to identify which universities in the Arqus Alliance already have a style guide for their local language. We then plan to make a list of links to these style guides available on the internal webspace. The idea here is to provide for easy accessibility and to raise awareness for style guides and the language conventions followed at our partner universities.

Finally, we will make **resources for multilingual events** available to the Arqus community. These will include recommendations for making Arqus annual conferences more multilingual. Some suggestions that we have already made for previous conferences include the following: multilingual menus; symbols on name tags to identify the languages that individual participants speak; live or pre-prepared subtitles for keynote speakers, for example, political leaders who may prefer to speak in their native language; and afternoon sessions conducted in specific languages. In addition, we plan to compile the translation, interpreting and editing services offered at each university so that it is easier for event organisers to contact these offices and/or individuals and make arrangements.

**Recommendations for multilingual communication**:

To ensure seamless interaction and foster inclusive collaboration within the Alliance, we have compiled a set of multilingual communication guidelines and tools (Deliverable 11.5). This document provides comprehensive recommendations designed to facilitate understanding, enhance accessibility and offer practical ideas to help every member fully engage and contribute. To date, the Alliance has already implemented some of these recommendations during its events, such as multilingual documents and translated information sheets.

### Public resources

The **recommendations for efficient multilingual communication** within the Alliance will include the recommendations for multilingual conferences but will be expanded to general recommendations. In the second funding phase of Arqus, we will put together a task force of researchers, lecturers and students who will develop these general recommendations. It will be essential to include principles of intercultural competence and effective communication.

In addition, work is already well underway to collect resources and tools for language learning for all of the Arqus languages. These resources and tools will be published on a public webspace and will be divided into seven categories: resources and tools for general language courses, vocabulary trainers, grammar trainers, terminology resources, practice resources (cafés and tandems), resources for specific academic purposes and resources for teachers. The aim of this collection is to provide those interested in learning a language with resources and tools that have been recommended by language experts as well as to provide a short description of the resource or tool. In today's world with so much information on the Internet, it is sometimes difficult for people to know where to start when they want to learn or

improve a language for general or academic purposes. We formulated the categories to cover all of the skills needed to proficiently speak a language: reading, writing, listening, and speaking.

**Webspace with online resources and tools for language learning**:

Following the first meetings of the Hub, we identified the need to share the resources and tools on language and culture learning available at each university. To this end, seven categories of resources have been compiled and classified and will be available on the Arqus website:

1. General language courses
2. Vocabulary trainers
3. Grammar trainers
4. Terminology resources
5. Practice resources
6. Resources for academic purposes
7. Resources for teaching staff

Deliverable 11.4 (Arqus Language Resources) expands on these with a broader range of tools and programmes.

**Arqus Digital Premobility Toolkit: Languages and Cultures**

In a broader needs analysis, several alliance working groups identified the need to facilitate a smooth transition for students and faculty members engaging in international mobility within the Alliance. A key element in this process is languages and cultures, and as a result it was decided to design an **Arqus Digital Premobility Toolkit**. In this multilingual online resource, alliance members can find the following information for each university:

● Linguistic landscape: relevant data on the linguistic landscape of the host country such as the language mostly used at the university and in the city and country, the varieties or dialects in the area and the population's knowledge of English and other languages.
● A1 Online Language Courses offered by Arqus
● Arqus Language Café
● Language courses available at the partner universities: preparatory courses and orientation days
● Intercultural skills: information related to local etiquette and cultural shock
● Events: social and cultural events, music and sports associations, groups, and the Erasmus Student Network (ESN) contact
● Social programmes: buddy or tandem programmes
● Practical guide

## JOINT LANGUAGE ACCREDITATION PRACTICES

**Handbook on Recognition of Plurilingual and Intercultural Competence**

The joint language accreditation practices are explained in the Handbook on Recognition of Plurilingual and Intercultural Competence (Deliverable 11.6). This is a detailed handbook that describes the purpose, criteria and procedures for the recognition of plurilingual and intercultural competence. Please see the handbook itself for more information. It will be posted on our website by 2025: https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/

**Agreement for the Automatic Recognition of Language Certifications and Language Competence Assessment at Partner Universities within the Arqus Alliance**

This agreement was approved during the first funding phase of Arqus. By signing it, the partners agreed "to automatically recognise the language certificates issued by the partner universities to certify language competence". They also agreed to "recognise the evaluation of external language certificates as effected by partner universities for their outgoing students and staff, for the purpose of fulfilling language requirements for mobility and other Arqus activities". This agreement is a great step forward towards joint language accreditation practices as it means that none of the partner universities "will require any further certification or documents from students or staff coming from partner universities, and will automatically accept other partners' evaluations as valid accreditation of language competence, expressed according to the Common European Framework for Languages." Automatic recognition of language certificates within the Arqus Alliance is based on mutual trust and respect, and has many advantages in the daily work of language centres and teachers.

**Multilingualism Certificate**

Students who complete the Multilingualism Module will receive an Arqus Multilingualism (Module) Certificate. This will be further motivation for them to complete the module and as there are a couple of universities in the Alliance that will not be able to award ECTS points for completion of the module, this will be a way for them to give recognition for their students who complete the module. The Multilingualism Certificate is also another way that we can increase the visibility of multilingualism within the Alliance.

**Language Policy**

The development of a language policy for the Arqus Alliance was a multi-stage process. To begin, a task force was set up which first identified relevant subject areas and target groups to be included in the language policy. The guiding question here was what role language plays in educational processes either directly or with regard to the administration and support of such processes. As a result of the initial work, five major thematic blocks for the language policy were identified: language and intercultural skills for academic and professional success, language and intercultural competences for teaching at universities, multilingualism and pluriculturalism as educational goals, multilingual administrative and support structures, and gender-neutral, non-discriminatory and inclusive language. After these thematic blocks were identified, a set of questions was drafted to delve further into each area. These were answered by members of the working group and subsequently analysed. The introduction to the Language Policy was drafted with a focus on including general information on the Alliance in the context of multilingualism and pluriculturalism as well as background information on language and culture as related to universities and multilingual universities. Here, existing wording on multilingualism from the Arqus Mission Statement and Joint Agreement on the Recognition of Certificates was also included.

In the many activities Arqus will carry out in the future, the members should turn to the guiding principles found in the Language Policy. Multilingualism and pluriculturalism are not silos but are rather foundations that need to be considered and included on a regular basis. Multilingualism does not remain within the walls of the Arqus universities, but has a direct impact on society, for example, through mobility programmes, career services and third-mission activities. The Arqus Language policy will serve as a solid basis for these and the other activities of the Alliance. In addition, the language policy can serve as a model for other European alliances. **Go here to read the Arqus Language Policy**:

https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/arqus-language-policy/

**Frameworks**

Council of Europe (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment—Companion Volume. Council of Europe Publishing.
<https://www.coe.int/en/web/common-european-framework-reference-languages>

Council of Europe (2012). FREPA - A Framework of Reference for Pluralistic Approaches to Languages and Cultures.
<https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/20/language/en-GB/Default.aspx>

Council of Europe (1997). European Language Portfolio: Proposals for development. With contributions by Ingeborg Christ, Francis Debyser, Alan Dobson, Rolf Schärer, Günther Schneider/Brian North & John Trim. Strasbourg: Council of Europe

**References**

Bärenfänger, O., Delgado, A. & Gackle, K. (2022). Multilingualism as a Key Challenge for Higher Education Language Policy: The ARQUS Perspective. *VERBUM*. 13.
<https://www.journals.vu.lt/verbum/article/view/30797>

Gödeke B., Klinge S. (2022). Arqus University Alliance Staff Members' Linguistic and Intercultural Needs: Survey Results. VERBUM. 13. <https://dx.doi.org/10.15388/Verb.36>

Kriaučiūnienė, R. (2022). Language policy at universities in the process of internationalisation: Vilnius University students' views. *VERBUM. 13.* <https://www.journals.vu.lt/verbum/article/view/10263>

**Links to website**:

Arqus Plurilingual and Intercultural Hub:

<https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/>

Arqus Language Café:

<https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/arqus-cafe/>

Plurilingual summer and winter schools:

<https://arqus-alliance.eu/news/summer-school-italian-history-and-culture-padua/>

<https://arqus-alliance.eu/news/intensive-italian-language-summer-courses/>

<https://arqus-alliance.eu/news/learn-portuguese-this-summer-with-arqus/>

<https://arqus-alliance.eu/news/babelium-minho-summer-school-portuguese/>

<https://arqus-alliance.eu/event/intensive-summer-polish-language-course/>

<https://arqus-alliance.eu/news/scholarships-intensive-summer-polish-language-course/>

<https://arqus-alliance.eu/news/summer-school-for-german-and-spanish/>

Language courses and workshops:

<https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/language-courses-and-workshops/>

https://arqus-alliance.eu/news/workshop-better-language-learning/

English as Medium of Instruction (EMI) programmes:

<https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/emi-programmes/>

9 Months, 9 Universities:

<https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/webinar-series-9-months-9-universities/>

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