D11.3: Web space with resources for lifelong plurilingual and intercultural learning

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Introduction – Resources for lifelong plurilingual and intercultural learning

The Plurilingual and Intercultural Hub in the Arqus Alliance has established a strong foundation of programmes, courses and workshops designed to support diverse learning needs. These have been instrumental in providing valuable educational opportunities and fostering professional development. However, their success often depends on specific teaching staff, programme structures and the availability of funding, which makes them inherently time-bound and situational.

To ensure a sustainable and lifelong learning process that transcends these limitations, the Plurilingual and Intercultural Hub has also developed a dedicated web space where members of our alliance can access a curated collection of resources. This web space contains a collection of resources and tools designed to foster autonomous, self-directed language and cultural learning of learners both within Arqus and in local ecosystems (i.e. communities). The resources can be accessed by students, faculty and administrative staff from any location and at any time. This is particularly crucial today, where remote learning and flexible access to resources have become increasingly important. In addition to these resources, the web space also includes an overview of courses and programmes offered by the Plurilingual and Intercultural Hub that, while situational and dependent on specific contexts, teaching staff and/or funding, remain an integral part of the Hub's learning opportunities. By consolidating this information into a single, easily accessible web space, we aim to provide every member of our alliance with a comprehensive overview of the language and cultural learning opportunities available across our European Alliance. This central web space simplifies navigation and ensures transparency, which will make it easier for all members to explore and benefit from what we collectively offer.

In this document, we present the first version of this public web space, which marks the beginning of an ongoing process. The webspace will be continually updated and expanded to include new resources, courses and tools, ensuring it remains relevant and comprehensive for the needs of our alliance members. These are divided into seven basic categories (see next section) and each category is then sorted by language. This basic structure will allow the relevant experts to easily update the sections they are responsible for on a regular basis.

The webspace contains various types of resources for lifelong plurilingual and intercultural learning and is intended to support both Arqus staff and students in their journey to learn and understand multiple languages as well as to help them raise their awareness of cultural diversity and develop their intercultural competence. Individuals must have the latter in order to communicate and work well with people from diverse cultural backgrounds. Inspired by initiatives such as the Platform of Resources and References for Plurilingual and Intercultural Education (Council of Europe, 2008), this web space is designed to provide broad access to tools, materials and references. While the web space already offers a wide range of resources and programmes for language learning, we acknowledge that there is still room to further enrich the availability of intercultural resources. In addition, intercultural competence is integrated into language programmes, which reflects its strong connection with plurilingual competence. However, we see an opportunity to enhance and diversify these resources. Expanding the scope of intercultural programmes and resources in the web space remains a priority, as we strive to create a platform that fully supports the diverse needs and aspirations of our alliance members.

The webspace is more than a collection of resources; it reflects our commitment to creating a sustainable and connected educational community. By sharing expertise and best practices, we support

the professional growth of our members and encourage lifelong learning. In addition, this project helps build collaboration and progress across borders, disciplines and institutions.

Categories of resources

To meet the goals described above, seven categories of resources and tools for the Arqus languages have been compiled and made available on the web space. Most of the resources and tools are publicly available and can be accessed by anyone who would like to develop their plurilingual and intercultural competences. In addition, most of them are free of charge. The categories are as follows: (1) general language courses, (2) vocabulary trainers, (3) grammar trainers, (4) terminology resources, (5) practice resources, (6) resources for specific academic purposes and (7) resources for language teachers. All of the tools and resources were carefully selected by experts from each partner university. As such, the collection provides a wide range of choices for learners to improve their language proficiency, raise their awareness of cultural diversity and develop their intercultural competence.

Categories 1–7

Category 1: General language courses

This category includes general courses in eight of the Alliance languages (in alphabetical order): in English (collected by Maynooth University), French (collected by University of Lyon 1), German (collected by Leipzig University and University of Graz), Italian (collected by University of Padua), Lithuanian (collected by Vilnius University), Polish (collected by University of Wrocław), Portuguese (collected by University of Minho) and Spanish (collected by Granada University).[1]

Additional information:

1. Language level(s): from A1 to C2 (according to CEFR)
2. Types of courses: semester courses, biannual courses, preparatory courses, intensive courses, special/tailored courses, summer courses and winter courses
3. Target group(s): BA and MA students, doctoral researchers, researchers, free movers, professional staff and the general public
4. Format of courses: in-person, online or a combination of both
5. Access: free of charge, paid by the course participants or compensated via scholarships provided by some external institutions
6. Recognition: certificates or award of ECTS credits

[1] Image source: Arqus A1 Online Language Courses <https://arqus-alliance.eu/event/arqus-a1-online-polish-course/>

Category 2: Vocabulary trainers

This category includes resources such as ebooks, workbooks, trainers, learner's dictionaries and short online/crash courses aimed at helping learners develop their vocabulary in a chosen language.

The resources are currently available in five of the Alliance languages (in alphabetical order): German (collected by Leipzig University), Italian (collected by University of Padua), Lithuanian (collected by Vilnius University), Polish (collected by University of Wrocław) and Spanish (collected by Granada University). [2]

Additional information:

1. Language level(s): from A1 to C2 (according to CEFR)
2. Target group(s): general public and students taking courses at language centres (e.g. those studying Lithuanian)
3. Access: free, free with registration, or payment requested for downloading a resource

Category 3: Grammar trainers

This category includes resources such as workbooks, ebooks and grammar trainers aimed at helping learners develop their grammar proficiency in a chosen language.

The resources are currently available in five of the Alliance languages (in alphabetical order): German (collected by Leipzig University), Italian (collected by University of Padua), Lithuanian (collected by Vilnius University), Polish (collected by University of Wrocław) and Spanish (collected by Granada University).[3]

Additional information:

1. Language level(s): from A1 to C2 (according to CEFR)
2. Target group(s): general public and students taking courses at language centres
3. Access: free in most cases

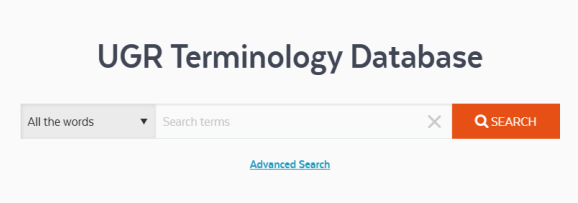
Category 4: Terminology resources

This category includes terminology resources such as online terminological databases, online dictionaries, online glossaries, a learner corpus, lists of language resources and a thesaurus.

[2] Image source: Hilbig, I., Daraškienė, I., Žurauskaitė, E. 2020. Short Online Lithuanian Course. <https://www.olc.flf.vu.lt/>
[3] Image source: <https://learnamo.com/singolare-e-plurale/>

The resources are either monolingual, bilingual or multilingual. They were collected by (in alphabetical order) the following universities: Granada University, Leipzig University, University of Graz, University of Padua, University of Wrocław and Vilnius University.[4]

Additional information: access to the resources is free in the majority of cases; in a few cases, they are only available for internal use within the institution. This will be expressly indicated.



Category 5: Practice resources

This category includes online Arqus cafés and tandems (language partners). Online Arqus cafés are offered for all of the Alliance languages; tandems are available in various language combinations at Granada University, University of Graz, Leipzig University and University of Padua. [5]

Additional information:

1. Language combinations available in tandems: Spanish and other languages (at Granada University), German and other languages (at Leipzig University and University of Graz), Italian and other languages (at University of Padua). Any language combination is possible at all universities that offer tandem learning. However, the main language of the university will be the main language offered and sought.
2. Recognition: ECTS credits (in some tandem programmes)

Category 6: Resources for specific academic purposes

This category includes resources such as a corpus of science terms, databases of academic terms and various dictionaries (e.g. dictionaries of translation studies and dictionaries of linguodidactic terms). To date, the resources have been collected by Granada University and Vilnius University. [6]

Additional information:

Most resources are bilingual or multilingual, for example, in Spanish and English (collected by Granada University); Latin-Lithuanian (collected by Vilnius

[4] Image source: UGR Terminology Database <https://ugrterm.ugr.es/en/>
[5] Image source: Arqus Language Café <https://arqus-alliance.eu/our-communities/our-hubs/arqus-plurilingual-and-intercultural-hub/arqus-cafe/>
[6] Image source: AVANTEKSTAS: Dictionary of Lithuanian literary science terms <http://www.avantekstas.flf.vu.lt/>

University); and in Lithuanian, English, French, German, Russian, Italian and Latin (collected by Vilnius University).

Category 7: Resources for language teachers

This category includes resources available for language teachers. To date, they have been made available by Maynooth University and Vilnius University. [7]

The resources include the following:

- A database of teaching sources and a training package created as part of the European Commission-supported project QuILL (Vilnius University)
- Guidelines for the implementation of digital language learning opportunities in higher education (Vilnius University)
- Recommendations for the implementation of problem-oriented soft[8] CLIL modules (Vilnius University)
- A website with training resources for teachers of Irish as well as authentic teaching and learning materials for Irish that are aligned to the CEFR levels (Maynooth University).

Concluding remarks

The added value of the collection lies in the fact that it will be accessible not only to Arqus staff and students but also to those outside the Alliance who would like to learn a new foreign language or to improve their level of proficiency in a language they are already learning. The tools and resources are varied enough so that they can be used either to learn languages for the university and academic context or for a more general context. They can also be used to gain intercultural competence and an awareness of cultural diversity, which facilitate communication in multicultural global contexts.

[7] Image source: Lárionad na Gaeilge: New Resource centre for Teachers and Learners of Irish <https://snas.ie/en/>

[8] Hard CLIL and soft CLIL are two distinct approaches within Content and Language Integrated Learning (CLIL), differing primarily in their focus and implementation.

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