

4 Retrieval and Use of Erasmus+-based Documents in Preparing LanGuide Academic Mobility Exercises

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The article presents the stages of preparation of academic mobility exercises for the three groups of specific participating users of the LanGuide app: administrative staff, university teachers, and students (undergraduate and graduate) at different levels of linguistic competency (basic, intermediate, advanced), within the LanGuide – Erasmus+ project (KA2-HE-01/19), by the use of a descriptive method. The LanGuide project is aimed at promoting foreign language acquisition, inclusive education and excellence in teaching. It offers a tool for language guidance, i.e. guidance in learning and acquisition of languages for specific purposes. For this specific reason of developing a mobile phone application, our aim in preparing the exercises for academic mobility was to accommodate as many documents and information about mobility projects as possible, and to put a special emphasis on teaching and improving the knowledge of specific academic mobility terminology, expressions and phrasemes, promoting better and quality socioeducational, cultural, intercultural and communicational issues, for both individual and group users.

Keywords: LanGuide, Erasmus+ documents, language learning, academic mobility, exercise preparation

Introduction

The LanGuide (abbreviated from *language guidance*) project¹ is focused on internationalisation of tertiary education, the growing use of digital learning and supporting the creation of flexible learning pathways, which are in line with the users' needs and objectives (Kompara Lukančič & Fabijanić, 2020, p. 34). EU language policy (European Union 2022) promotes international mobility (Schenk & Schmidt, 2018; Standley, 2015) and intercultural understanding, language acquisition and multilingualism, thus representing the crucial elements in learning and maintaining of two foreign languages in addition to learners' use and knowledge of their mother tongue

¹ <https://language.si/en>.

(Jaekel et al., 2017; Romaine, 2013). The project aims at supporting individuals in the vertical frame of higher education environments, focusing on students, teachers and administrative staff. It offers a tool for language guidance, i.e. guidance in learning and acquisition of languages for specific purposes.

The scope of the article is to present the stages of preparation of Mobility Exercises for the three groups of specific users of the LanGuide app – administrative staff, university teachers, and students (undergraduate and graduate), at different levels of linguistic proficiency (basic, intermediate, advanced), within the LanGuide – Erasmus+ project (KA2-HE-01/19), funded by the European Commission. For this specific reason of developing a tool for learning and improving language skills, as well as for improving digital technology skills, our aim in preparing exercises based on (international) academic mobility was to accommodate as many documents and information about different previous mobility projects as possible, which were initiated, supported and funded by the European Commission (found mainly within the Erasmus+ projects), and to put a special emphasis on teaching and improving the knowledge of specific mobility terminology, expressions and phrasemes, promoting better and quality socioeducational, cultural, intercultural and communicational issues, for both individual and group users.

LanGuide Project

The LanGuide project's main objective is to facilitate 'the acquisition of LSP for different fields, difficulty levels and languages' (Kompapa Lukančič & Fabijanić, 2020, p. 42). It brought together multinational linguistic and IT teams and partners, in order to prepare the exercises for learning foreign languages and improving language skills in foreign languages (in writing, speaking, listening, and reading). Linguistic teams are represented by the partners from Romania (Transilvania University of Braşov), Slovenia (University of Primorska), and Croatia (University of Zadar and University of Rijeka), while the IT teams are represented by the partners from Spain (University of Castilla-La Mancha), Croatia (University of Rijeka), and Sweden (Mälardalen University). Three categories of the LanGuide mobile learning/m-learning (or learning which happens in the context of change of location and takes advantage of learning opportunities provided by portable technologies) application users were considered in the preparation of language learning exercises: university students, university teachers, and university administrative staff. For each category of users, the tool was supposed to contain and provide language exercises appropriate to

their proficiency level and within the scope of a selected language skill (basic, intermediate and advanced proficiency levels; writing, speaking, listening, and reading skills, with the additional exercise type related to vocabulary learning). Since the LanGuide tool was focused on learning English for specific purposes (ESP), along with several other European languages (Croatian, Slovenian, Romanian, Italian, Spanish), four areas were chosen to achieve this goal – academic English, administrative or secretarial English, mobility English, and IT English. In this paper, the focus will be on the preparation of ESP exercises for the purpose of international mobility of students, academic and administrative staff, covered within the frame of proficiency levels and language skills, found and retrieved from the European Commission's (EC) official website.² For more detailed information on the methodological issues of exercise preparation and their implementation into the app for other covered areas within the LanGuide project, see also: Dimulescu and Nechifor (2021, p. 11); Nechifor and Dimulescu (2021); Slavuj et al. (2021, pp. 35–38), Fabijanić and Malenica (2021). More about the LanGuide project can be found on the project's web site.³

Methodology and Research Steps Used in the Research

The principal method used in this article is a descriptive one, and its aim is to present and describe the details of preparation of mobility exercise, as well as their implementation in the LanGuide app. The main idea for the inclusion of such information from different projects funded by the European Commission was to promote those important, valuable and highly appreciated data in order to improve quality socioeducational, cultural, intercultural and communicational issues, which can also be understood as highly valuable ones within the mobility of students, teachers/researchers, and administrative staff employed at higher education institutions. In this regard, four steps in exercise preparation were considered and planned: (1) exploration and familiarization with the website, (2) suitability of the content for the exercise preparation, (3) exercise preparation and evaluation, and (4) inclusion of exercises into the LanGuide app.

The first step was to become familiarized with the contents of the European Commission's website, i.e. with the pages containing the relevant information about mobility, education, opportunities for studying abroad, Erasmus+ application opportunities, project results and proposal submission procedures, projects for the improvement of European educational,

² https://ec.europa.eu/info/index_en.

³ <https://languide.si/en>.

cultural or sports alliances, European cultural heritage projects, improvement of skills in career development, resources and tools within specific European networks, etc. The second step was to obtain a deeper understanding of the contents of the web pages and their suitability for the preparation of exercises at different levels, either according to users – students, teachers and administrative staff, or according to the level of their linguistic competence, i.e. basic, intermediate and/or advanced level. The third step was the preparation of specific exercises and their evaluation. The fourth and the final step involved the implementation of the prepared and evaluated exercises in the LanGuide app.

Exploration of the European Commission's Official Web-Site and Deciding on The Content Suitability for Exercise Preparation

The official website of the European Commission⁴ provides access to information about its political priorities, policies and services. It has been designed to provide the easiest possible access to the content needed. On this web page, users are directed to find links to other websites containing further information from the Commission departments and services, as well as to reach the list of topics covered by the European Commission's interests, within which the topic of education and training further leads to the link of Erasmus+. Having explored the Erasmus+ web page and the information in it, we were able to classify and order the material which we found valuable for the later step of academic mobility exercise preparation, which means that the idea of topics and subtopics, as ordered in the next subchapter, was proposed by the author of this article.

According to the topic covered, the material was classified into the groups of topics which would be of interest to the aforementioned app users – students, academic staff and administrative staff. The following groups of topics were identified: (1) Erasmus+ projects' dissemination, (2) Erasmus+ programme related documents, (3) the European Commission's initiatives, (4) Specific terminology related to mobility documents and projects, (5) Educational skills, and (6) Specific features of different languages, which has only one subtopic of language gestures.

Within the first topic of Erasmus+ projects' dissemination (1), thirty-five subtopics were identified, i.e.:

- Vocational learning

⁴https://ec.europa.eu/info/about-european-commissions-web-presence_en.

- Math and music
- Sustainability, ecology, environment, world of tomorrow
- Accessibility and inclusion/usability in public spaces
- Finding job and employment
- Professional internship Master's programme organization
- Advanced courses and research training in neuroscience
- Doping prevention and peer learning
- Anti-doping fight through fitness and exercise
- Master's in fire safety engineering
- Sustainable partners for apprenticeship
- Teenagers getting inspired by working with the Zoom application
- Sport fans against violence
- Becoming and staying an active member in the society
- Non-formal learning
- Social integration
- Social inclusion of visually-impaired people
- Consequences of the 1st World War
- Cooperation of European conservatoires
- Erasmus+ project results
- Primary school language projects
- Fostering inclusiveness and authenticity in learning environments
- Chess in students' skills
- Building a more livable city
- Building a city of tomorrow
- Public policies
- Importance of sports in the life of people with disabilities
- Youth creative training
- European cultural heritage
- Job hunters, employees and employers
- The Erasmus student network
- Erasmus Mundus Alumni's academic study abroad
- Erasmus+ Ambassadors autumn training
- Apprenticeship and sustainability
- Teaching climate change with eTwinning

The topic of Erasmus+ programme-related documents (2) revealed fifty-six related subtopics:

- Strategic partnership

- Knowledge alliances
- Sector skills alliances
- Sector skills alliance work
- Capacity building (higher education)
- Capacity building (youth)
- Opportunities of capacity building (youth)
- Sport actions: A collaborative partnership
- Not-for-profit European sport events
- Small collaborative partnerships
- Erasmus+ master degree loans
- Platforms and networks
- eTwinning
- School education
- Studying abroad
- Duration of study
- Conditions of study
- Academic recognition
- Financial support
- Problems during the mobility
- Welcome days
- Adult education staff mobility model application forms
- Training opportunities for staff
- Erasmus+ programmes (in general)
- Erasmus+ related abbreviations
- Skills and competences, qualifications and occupations
- Informal groups of young people
- Higher education reform expert
- Content licensing
- Calls for proposals
- Learning mobility
- Adult education staff mobility model application forms
- Extraordinary Erasmus calls
- Coronavirus epidemic consequences
- Erasmus+ supports for teaching periods
- Europass
- Diploma supplement
- MOOC
- ESCO
- Application mobility form

- Blended learning
- VET
- Erasmus+ learning agreement
- Learning agreement for studies: Commitment
- Learning agreement for studies: Guidelines
- Learning agreement for traineeships: Guidelines
- Registration of organizations
- Erasmus+ VET Mobility Charter
- Erasmus+ opportunities for studying abroad
- Conditions for studying abroad
- Applying for an Erasmus+ programme
- Staff mobility for training form
- Staff mobility for teaching form
- Added value of mobility
- Student mobility for studies form
- Learning agreement for studies form

The topics of the European Commission's initiatives (3) brought up eleven subtopics:

- Youth entrepreneurship
- Open educational resources
- Early school leaving
- Solidarity corps mobility activities: Impact of Coronavirus epidemic
- Mobility and cooperation in higher education
- Bologna process, 3.7
- Jean Monnet
- Erasmus+ network Eurodesk
- Erasmus+ EPAL platform
- Erasmus Mundus joint master degrees
- Erasmus+

The topics of specific terminology related to academic mobility documents and projects (4), brought up five subtopics:

- Project proposal
- Common terms related to mobility projects
- Common mobility-related vocabulary
- A Motivation letter – university
- A motivation letter for a job application

The final two topics of Educational skills (5), and Specific features of different languages (6) pointed to three subtopics in total:

- Types of skills
- Types of learning
- Language gestures

The aforementioned topics and subtopics were chosen because they can all be easily used in the preparation of academic mobility-related exercises for different specific users, i.e. students, academic staff and administrative staff. In some cases, the same topic(s) or subtopic(s) may be used for the preparation of exercises for two or even all three groups of app users. For example, valuable materials for preparation of exercises for students were found within the topics of mobility-related documents and forms, like Application mobility form, Learning agreement for traineeships, or Academic recognition of the mobility, etc. As to the academic staff, topics of their interest might be: Capacity building, Opportunities of capacity building, Staff mobility for training or for teaching forms, etc. Due to their daily administrative tasks within the academic milieu, the administrative staff might be interested in the areas of the following topics: Academic recognition, Adult education staff mobility model application forms, Common terms related to mobility projects, etc. Naturally, since these topics and subtopics are closely connected to higher education, the majority of them might be of interest not only to one group of app users, but also to at least two or even all three groups of users.

Preparation and Evaluation of Exercises and Their Inclusion into The LanGuide App

The third step was the preparation of academic mobility exercises. The preparation of exercises was preceded by a further closer inspection of the mobility-related texts and materials found on the aforementioned EC web pages. The resources and their content were tabulated to transparently present their use in the preparation of the teaching/learning material related to academic mobility. The table is organized in six columns, presenting the following data: ordinal number of the resource (the total of 99 sources used), its title, source and homepage, language of the material and its short description. The web pages, homepages and links were visited in the second half of 2020 and the first half of 2021. The copyright issues were addressed via the Content Manager of the LanGuide app.

	Activity categorisation form								
Task ID	IF-005								
Source of the text	3.2. Vocabulary								
Text authenticity	authentic								
Level for which the activity is intended	advanced								
Skill	2.2. vocabulary								
Activity type	3.2.1. Multiple choice								
Learning persona	student								
Field	mobility English								
Cognition	Analysing, Applying								
Instructions	Find an appropriate antonym for the words ending in –ee.								
Text	trainee, employee, absentee, attendee,								
Text source (copyright)	authentic								
Task Find an appropriate antonym for the words ending in –ee: <table border="0"> <tr> <td>1) trainee -</td> <td>a) expert, b) pupil, c) learner</td> </tr> <tr> <td>2) employee -</td> <td>a) workman, b) trainee, apprentice, c) hired man</td> </tr> <tr> <td>3) refugee -</td> <td>a) traveller, b) visitor, c) citizen</td> </tr> <tr> <td>4) attendee -</td> <td>a) absentee, b) quitter, c) escapee</td> </tr> </table> (bolded words represent solutions)		1) trainee -	a) expert , b) pupil, c) learner	2) employee -	a) workman, b) trainee , apprentice , c) hired man	3) refugee -	a) traveller, b) visitor, c) citizen	4) attendee -	a) absentee , b) quitter, c) escapee
1) trainee -	a) expert , b) pupil, c) learner								
2) employee -	a) workman, b) trainee , apprentice , c) hired man								
3) refugee -	a) traveller, b) visitor, c) citizen								
4) attendee -	a) absentee , b) quitter, c) escapee								

Figure 4.1 An Example of Activity Categorization Form Used for Preparing an Advanced Level User (Student) Exercise

For the purpose of exercise compilation, a special *Activity Categorisation Form* (see Figure 4.1) was used, produced in accordance with the *LanGuide Methodology*. Since the aim of this article is to describe the steps taken in the preparation of academic mobility exercises alone, the general theoretical issues of the LanGuide methodology will not be tackled here.

Besides the textual and instructional parts of exercises, various other information is provided in it, e.g. the identification index of the task (e.g. IF-001 for Ivo Fabijanić, exercise number 1), source and authenticity of the text (original, adopted and adapted), the intended levels the activity was prepared for (basic, intermediate, advanced), skill type (reading, listening, writing, speaking, and vocabulary), activity type (e.g. matching, spelling, cloze test, etc.), a learning person (student, academic staff, administrative staff), the field (academic, administrative, mobility, and IT), cognitive skill type (remembering, understanding, applying, analysing, evaluating, creating). The part dealing with the actual activity/exercise being prepared con-

Part 1: Exercise identification			
Task ID			
Field			
Level			
Learning persona			
Activity type			
Skill			
Cognition			
Part 2: General assessment			
	Adequate: Yes/No	Alternative suggestion or comment	
Field			
Level			
Learning persona			
Skill			
Cognition			
Instructions			
Part 3: CLIL (leave out the questions that are not addressed in the exercise)			
What are the teaching aims and are they clearly identified?			
What are the intended learning outcomes?			
What language functions are introduced? (e. g. identifying, describing, offering, inviting...)			
Which segment of vocabulary is developed?			
What grammar structures are introduced?			
What aspects of culture are in focus?			
How much time it takes to complete?			
Part 4: Learning style			
	Not at all	somewhat	completely
Do the materials encourage independent language learning?			
Do the materials allow self-monitoring and feedback?			
Is there an explicit and conscious focus on rules and explanations or are there opportunities for the learners to discover the patterns in the first place?			
Are the materials well contextualized?			
Are the grammatical explanations adequate?			
Do the materials teach accurate terminology?			
Do the materials use complex metalanguage?			
Is the exercise interesting and topical enough to hold the attention of learners?			
Is the focus on the product or the process of learning or both?			
Do the activities allow the learner to go beyond a merely superficial understanding of the text/discourse and require interpretive and inferential skills that call for higher-order critical thinking?			
Part 5: Final comments			
Which are the features you liked best?			
Which are the features you liked least?			

Figure 4.2 LanGuide Materials Evaluation Grid

tains the sections on the text of the activity, instructions for completing the activity, and possible sources or copyright. The final part of the grid was left for the actual layout of the task. Figure 4.1. presents an example of actual use of the Activity categorization form used for preparing an advanced level vocabulary task for students within the field of mobility English.

Academic mobility exercises were evaluated by three groups of research-

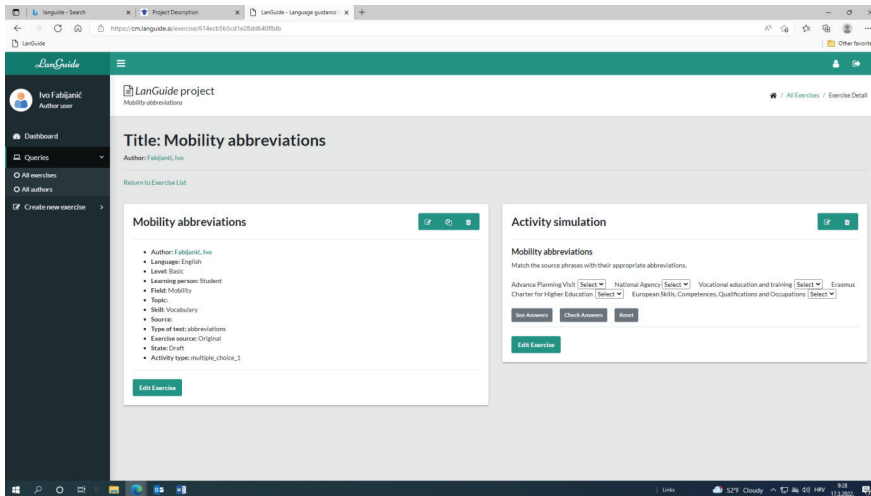


Figure 4.3 Mobility Task on Abbreviations (Basic Level, Vocabulary, Students)

ers/experts in linguistics acting as partners involved in the LanGuide project – researchers from the University of Primorska (Koper, Slovenia), the University of Rijeka (Croatia) and the University of Braşov (Romania). Their comments were taken into consideration for the final implementation of the exercises in the mobile app. For the evaluation of exercises, a LanGuide materials evaluation grid was used, which was prepared by Neva Čebren and adapted from Tomlinson (2003, pp. 48–54). This instrument was used in evaluating all LanGuide exercises (academic English, administrative or secretarial English, mobility English, and IT English), produced by all project members from the linguistic teams. The grid is divided into five sections: (1) Exercise identification, (2) General assessment, (3) Content and Language Integrated Learning (CLIL), (4) Learning style, and (5) Final comments.

The fourth and the final step involved the implementation of prepared and evaluated exercises in the LanGuide app. It was done via the *Content Manager Application*.⁵ Figure 4.3. shows an example of the included Mobility abbreviations task for vocabulary skills produced for the students with the basic level of English language proficiency. The left side of the Content manager displays the formal features of the task, i.e. author, language, level, learning person, field, skill, text-type, exercise source and activity type, whereas the right side presents the actual wording of the task, i.e.

⁵ <https://language.si/en>.

instructions, text of the task and the possibility of either seeing/checking the answers, resetting or editing the task.

Approximately 420 mobility exercises were produced and inserted into the LanGuide app. The total number of inserted exercises for all three levels and all three groups of users, distributed according to the specific skills is as follows: 50 exercises for speaking, 92 for listening, 57 for writing, 88 for reading, and 136 for vocabulary.

Conclusion

The paper presented the stages of preparation of academic mobility exercises for the three groups of specific users of the LanGuide app – administrative staff, university teachers/academic staff, and students at different levels of linguistic competence (basic, intermediate and advanced), within the LanGuide Erasmus+ project. The aim was to show and describe the details of preparation of the mobility exercise, as well as their implementation in the LanGuide app. The main idea for the inclusion of such information from different other projects funded by the European Commission was to promote important, valuable and highly appreciated data for improving better and quality socioeducational, cultural, intercultural and communicational issues, which can also be understood as highly valuable within the academic mobility of students, teachers/researchers and administrative staff working at the higher education institutions. Four steps in exercise preparation were considered and planned: (1) exploration and familiarization with the EC website, (2) deciding on the content suitability for exercise preparation, (3) exercise preparation and evaluation, and (4) the implementation of exercises in the LanGuide app. Having explored the Erasmus+ web page and the information in it, the material which was found valuable for the later step of exercise preparation was classified and ordered. According to the topic covered, the material was classified into the groups of topics of interest to app users. The topics were: (1) Erasmus+ projects' dissemination (with 35 related subtopics), (2) Erasmus+ programme related documents (with 56 related subtopics), (3) the European Commission's initiatives (with 11 related subtopics), (4) Specific terminology related to academic mobility documents and projects (with 5 related subtopics), (5) Educational skills (1 related subtopic), and (6) Specific features of different languages (2 related subtopics). Preparation of the exercises was preceded by a further closer inspection of the academic mobility-related texts and materials on the EC web pages. The resources and their content were tabulated to transparently present their use in the

preparation of the teaching/learning material related to international academic mobility. For the purpose of exercise compilation, a special Activity Categorisation Form was used, which was produced in accordance with the LanGuide Methodology. Academic mobility exercises were evaluated by the three groups of researchers/experts involved in the LanGuide project. Their comments were taken into consideration for the final implementation of the exercises in the mobile app. For the evaluation of exercises, the LanGuide materials evaluation grid was used. The implementation of the prepared and evaluated exercises into the LanGuide app was done via the Content Manager Application. Approximately 420 mobility exercises were inserted into the app for all three levels and all three groups of users.

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