

LANQUA

LANGUAGE NETWORK FOR QUALITY ASSURANCE

a three-year project with the support of the
Lifelong Learning Erasmus Network programme
of the European Union

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www.lanqua.eu

About

Partners: 61 partners from 29 countries

Coordinator: University of Southampton

Duration: 3 years (Oct 2008 – Sept 2010)

Overall Aim: => European Higher Education Area

Structure

5 thematic subprojects:

1. Intercultural communication
2. Language teacher education
3. Content and language integrated learning (CLIL)
4. Literature and culture
5. Language learning

Main objectives

- **Map the field in the five sub project areas** focusing on how the area is defined, delivered and assessed, and what quality assurance mechanisms exist (Year 1)
- **Identify appropriate learning outcomes** and develop draft statements of knowledge, understanding and skills to be acquired, i.e. what we expect students to come away with at the end of their period of study, focusing mainly on the first cycle of higher education (Year 2)
- **Develop a series of case studies:** illustrative examples of practice which support the benchmark by highlighting examples of particular approaches, effective practices, new ideas and innovations, lessons to be learned, and issues for reflection (Year 2)
- **Develop and disseminate the LanQua Toolkit**, which encompasses the mapping exercise, learning outcomes and case studies (Year 3)

SP1 Intercultural communication

- Definition

- Intercultural communication is defined as situated communication between individuals or groups of different linguistic and cultural origins.

Expected first cycle learning outcomes in knowledge and understanding

- Knowledge of the cultures, institutions, histories and ways of life of different communities and the ability to recognise their impact on behavioural norms in given fields of communication
- Understanding of the relationship between culture, contexts of communication and language use
- Insight into the roles and conventions governing behaviour within specific intercultural environments
- Critical awareness of their own and others' beliefs and values
- Sensitivity towards cultural stereotypes and related obstacles to successful intercultural communication

Expected first cycle learning outcomes in capacity to demonstrate (i.e. can do)

- **Effective communication in the language of their interlocutor**
- Application of the knowledge of culture and cultural values to the management of intercultural contexts
- Adaptation of their behaviour according to the demands of different intercultural situations
- Identification and critical analysis of the cultural components of authentic media of communication
- Reflection on the cultural factors influencing their own behaviour and that of others

SP5 Language Learning

- **Definition**

- Language learning is broadly defined as developing the ability to communicate in the second / foreign language, and in this context includes

- Language learning for specialists
 - Language learning for non-specialists or service languages
 - **Languages for instruction** (including the teaching of the language/s of a host university to non-native speakers)
 - **Language learning for social purposes** (including for employability purposes)

Expected first cycle learning outcomes in knowledge and understanding

- Ability to use the target language(s) as a medium for understanding, expression and communication
- Explicit knowledge of the language (knowledge of language structures and language systems, awareness of lexico-grammatical issues)
- Awareness of languages as a means of communication (discourse)
- Awareness of the norms governing the social dimension of languages (sociolinguistic aspects)
- Intercultural awareness and ways of developing experiences which involve exchanges and interaction between different cultural perspectives
- **Effective language learning strategies**
- **Ability to mediate between languages (where translation/interpreting forms part of the curriculum)**

Expected first cycle learning outcomes in capacity to demonstrate (i.e. can do)

- Communication in the target language using the full range of linguistic skills (speaking, reading, writing, listening)
- Appropriate use of the language in a range of contexts and for a range of purposes
- Use of the appropriate metalanguage for linguistic description
- Appropriate use of reference material and other sources e.g. grammars and dictionaries
- Lifelong language learning
- Self-directed learning (learner autonomy)

SP3 CLIL

Content and Language Integrated Learning

Definition:

- CLIL is generally defined as a pedagogical approach with a dual (integrated) aim
- in SP3, **CLIL is seen as a continuum or an umbrella term** for all those approaches in which some form of specific and academic language support is offered to HE students in order to facilitate their learning of the content through that language, or in which multilingual and multicultural competence is pedagogically promoted during content learning

SP3 CLIL

Content and Language Integrated Learning

- **Competence areas identified for second cycle LOs:**
 1. Information management and problem-solving for building expertise (i.e. competence in the field)
 2. Identity of the profession and its international and multicultural dimension
 3. Professional networking and teaming
 4. Discipline-specific and social communication conventions
 5. Life-long learning and self-direction

CLIL project: tentative learning outcomes

1/5

(On completion of the **Master's degree**, students are expected to ...)

Knowledge & understanding

- **Multilingual mastery of the field-specific and professional domain.** Knowledge and understanding of how information is managed, conceptualised, and communicated in the target languages in the field-specific academic and professional domain and how the body of knowledge in the field can be contributed to through research activities.

Demonstrated by

- **Receptive and productive communication competence in the target languages to access, process and critically evaluate information in the field of study, to share information, and to identify, analyse and solve problems in multiprofessional settings of the field.**

Knowledge & understanding

- Awareness and understanding of the national and international dimension of the professions in the field, including cultural differences and own cultural, academic and professional presuppositions and representations, as well as how they are manifested in the target languages

Demonstrated by

- Skills and strategies to mediate between languages and cultures in social and in professional settings, including effective translanguaging (code-switching, intercomprehension strategies, mediation), intercultural awareness and negotiation of meaning needed in multilingual and multicultural environments. (multiliteracy)

Knowledge & understanding

- Knowledge and understanding of how multilingual and multicultural professional teams, networks and communities operate in both face-to-face and virtual contexts and which interpersonal and intercultural skills are required.

Demonstrated by

- Professional and interpersonal communication skills in the target languages in order to function and interact in specific and interdisciplinary fields, teams, networks and communities, as well as in social contexts.

Knowledge & understanding

- Awareness, knowledge and understanding of the communication conventions in the field and profession in the target languages, for example genre, discourse and register conventions, as well as sensitivity to appropriate language use in academic, professional and social contexts.

Demonstrated by

- Competence in appropriate oral and written communication in target languages in the specific academic field and in professional and social contexts, including communicating own expertise to different audiences.

Knowledge & understanding

- Understanding of the importance of continuously developing one's own professional expertise through multilingual and multicultural sources and experiences, including ICT-enhanced environments.

Demonstrated by

- Ability to apply appropriate metacognitive skills and strategies needed for self-directed and integrated content and language learning on a lifelong basis.