

LANQUA

LANGUAGE NETWORK FOR QUALITY ASSURANCE
a three-year project with the support of the
Lifelong Learning Erasmus Network programme
of the European Union

LANGUAGE NETWORK FOR QUALITY ASSURANCE

www.lanqua.eu

About

Partners: 63 partners from 31 countries

Coordinator: University of Southampton

Duration: 3 years (Oct 2008 – Sept 2010)

Overall Aim: => European Higher Education Area

LANQUA



Aim

to produce a **TOOLKIT**: benchmark statement/reference document + case studies + recommendations

European quality benchmark in five area of languages, which will enable institutions and stakeholders to assure and enhance the quality of provision in **higher education**

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- “illustrating how quality and standards are addressed in particular institutions and member states, and how particular quality requirements can be delivered”

Section D2 of LLP Application

Structure

5 thematic subprojects:

1. **Intercultural communication** (Universidade do Algarve – PT)
2. **Language teacher education** (Latvijas Universitate - LV)
3. **Content and language integrated learning** (Universitatea Babeș-Bolyai - RO)
4. **Literature and culture** (Univerza v Ljubljani -SL)
5. **Language learning** (Uniwersytet Warszawski -PL)

Timetable

Year 1: Mapping the field

- Definition (different contexts; what subjects?)
- Delivery (how and where?)
- Assessment/evaluation of students
- Quality assurance mechanisms/organisations

Year 2: Case studies + intended learning outcomes

Year 3: TOOLKIT + discussion forum

SP1 Intercultural communication

Intercultural competence

Knowledge , skills, attitudes : a question of awareness

- an implicit element of most language courses delivered in different European HE environments or features as an autonomous subject in other disciplinary fields

“the role of the language teacher is [...]to develop skills, attitudes and awareness of values just as much as to develop knowledge of a particular culture or country”

Byram et alii (2001)

SP2 Language teacher education

- What is quality in teacher education/ foreign language teacher education?
- What are the specific subject competences for a teacher: General? For various age groups? In various institutions?

SP₃ CLIL

- What is CLIL? (different degrees of CLIL)

. Quality in language area
/ quality in subject area /



quality in CLIL

SP4 Literature and culture

- Understanding, e.g. awareness raising, why “literature” and “culture” are studied

Outcomes:

- specific knowledge oriented
- competence oriented
- key on transversal competences

SP5 Language learning

- Relation between academic programmes and stakeholders / external partners
- Focal Areas: language for specialists, language for non specialists / service languages, language of instruction, language for social purposes (mobility, students studying abroad)
- Developing ability to communicate in FL
- Language as part of the outcomes
- Certification by the CEFR

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Further information:

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