LANQUA

The Language Network for Quality Assurance

A QUALITY TOOLKIT FOR LANGUAGES

Frame of Reference for quality in languages in higher education

LanQua Toolkit: Frame of Reference for quality in languages in higher education

1. Introduction

The following is the outcome of a three-year European project, Language Network for Quality Assurance (LanQua) which undertook to map the field of languages within higher education in Europe and to identify key quality assurance and enhancement strategies for practitioners in the field. This Frame of Reference constitutes an overview of languages in Higher Education in the areas of language learning, intercultural communication, literature and culture together with the fields of language teacher education and content and language integrated learning (CLIL). It also includes an indicative summary of the core content of each area together with an indicative list of the essential knowledge, understanding and skills (competences) that a graduate in languages and related areas would be expected to acquire. The Frame of Reference also provides examples of the main and emerging teaching, learning and assessment practices in the field. The purpose of this document is to provide a general map of languages in European higher education, to provide a tool for the languages community to support curriculum development, quality enhancement and assurance, and to inform prospective students, employers and other stakeholders.

This document is intended as a frame of reference rather than a benchmark of quality and standards which will generally be set locally (i.e. within the national or institutional context and will likely make reference to other measures and tools as well as those offered by LANQUA). Thus the intention here is to provide a summary statement of current practice in languages in Higher Education in Europe which is not, and should not be, prescriptive but which can provide some useful quality indicators for teachers, programme developers, policy makers, quality agencies etc.

2. Definitions

The following definitions present an understanding of the terms language learning, intercultural communication, literature and culture, CLIL, language teacher education developed within the context of LanQua. In order to arrive at these definitions, colleagues across Europe came together to explore how these five key areas of language education are understood in different European higher education contexts to arrive at a common 'working' definition of each area. There is, of course, considerable complementarity between the five language areas covered here thus the definitions can work either as standalone descriptions of an aspect of languages in higher education or can be seen as branches of one overarching map of the field.

2.1 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.* This includes programmes which not only teach language but also a variety of subject 'content' related to language such as literature, culture, history and politics at BA or MA level. This also covers programmes and courses involving the teaching of translating and interpreting.
- *Language learning for non-specialists or service languages.* This includes language teaching options which are available to all interested students, some of which may have a focus on specific topics (e.g. German for Law) or on the enhancement of selected skills (e.g. effective speaking skills). Also included are programmes in which language is a minor part and predominately relates to the learning of language skills rather than related 'content' studies, as outlined above (*language learning for specialists*). This type of language learning is often offered under an Institution Wide Language Programme (IWLP).
- *Languages for instruction* (including the teaching of the language/s of a host university to non-native speakers), where the target language is normally used as the language of instruction. For many institutions in the EU this will often relate to the teaching of courses through the medium of English. This is described more fully in section 2.4 Content and language integrated learning (CLIL).
- *Language learning for social purposes*. This includes language learning for mobility or where the local language is taught as a foreign language to incoming students. It also relates to language learning for employability, travel (holidays or living abroad) or for heritage/family reasons. In some cases language learning of this type will take place as part of continuing or adult education delivered by higher education institutions.

2.2 Intercultural communication is defined as situated communication between individuals or groups of different linguistic and cultural origins. This is derived from the following fundamental definitions: *communication* is the active relationship established between people through language, and *intercultural* means that this communicative relationship is between people of different cultures, where *culture* is the structured manifestation of human behaviour

in social life within specific national and local contexts, e.g. political, linguistic, economic, institutional, and professional. Intercultural communication is identified as both a concept and a competence. *Intercultural competence* is the active possession by individuals of qualities which contribute to effective intercultural communication and can be defined in terms of three primary attributes: knowledge, skills and attitudes. In the context of this document, the acquisition of skills and human attributes likely to enhance intercultural communication is viewed exclusively as a component of language programmes, i.e. as an accompaniment to the practical acquisition of language itself.

2.3 Literature in this context refers to foreign language literature. As a starting point it can be defined as written texts with artistic value, including the traditional literary genres of poems, fiction and drama. Besides the 'canon' of culturally and literary accepted texts a broader concept of literature is needed to reflect the wider cultural horizon of text-mediation. Thus non-fiction narratives such as diaries, autobiographies and letters are included as well as children's literature and folklore narratives. Literature should also be understood as a social and communicative system. This wide concept allows for a much more empirical description of actions that are being performed in the field of literature, the main four sectors being production, distribution, reception and processing of literary texts and other literary products. It serves as a basis to understand literature as a set of more or less social activities that mostly can be learned and fostered as literary competences.

Culture is a wider concept than literature, so in this context it will be considered in terms of its relationship with literature, i.e. as a combination of literature AND culture. Thus in the teaching of culture literature plays different roles: it serves either as illustration or a starting point for the study and mediation of cultural phenomena. It is understood as part of a specific foreign civilization, thus by learning about the social, historical, linguistic and other cultural implementations in literary texts specifics of the foreign culture are being mediated.

It is also important to note that not all culture and literature subjects in foreign language contexts are delivered in the target language.

2.4 Content and language integrated learning (CLIL) was originally defined as a pedagogical approach with a dual focus, involving the integration of (second/foreign/target) language study with the study of a subject domain instructed in that language. However, there are many other definitions and terms, with over 40 in use in Europe alone (see e.g. www.clilcompendium.com), all referring to some kind of an approach where both content learning and language learning are being promoted. Nevertheless, because CLIL has become a relatively established term in European primary and secondary education, and also suggested for higher education (HE), the term will be used here as an umbrella term for all those HE approaches in which some form of specific and academic language support is offered to students in order to facilitate their learning of the content through that language. These approaches vary on a continuum of discipline-specific and pre-content support to full integration of language and content (see section 8.2.1).

2.5 Language teacher education in this context concerns the education of pre-school, primary, lower and upper secondary school teachers of languages. Pre-school and primary school teachers are usually distinguished from lower and upper secondary school teachers in the educational paths they follow and in the language and language education training they receive, with the former following a generalist route and the latter receiving specific language teacher training. The objectives of teacher education programmes are generally defined in terms of competences to be obtained in relation to the level of education for which the student teachers are being prepared, although these are not generally specified in terms of language competences.

3. Language study in the European Higher Education Area (EHEA)

3.1 Language learning
Languages are taught in language departments and / or commissioned from external institutions (outsourced). In many universities, language departments or language centres also offer language courses to non-specialist students. It is common for specialist students to be taught within an academic language department while non-specialist students are more likely to be taught by language centre staff. It is noticeable that there is often little cooperation between language centres and language departments (providers of the language courses) with the former being seen as providers of language teaching while the latter are often more concerned with the teaching of the literature, culture, history, politics etc. of the target language. However there are examples of institutions in which both providers are co-located and language teaching across specialists and non-specialists is delivered by professional language teaching staff, e.g. in some institutions in the UK. Most languages courses are delivered face-to-face, in a classroom setting,

although blended learning (with e-learning support) is also becoming quite common. Fully on-line language courses are a very small minority.

3.2 Intercultural communication is an implicit element of most language courses or features as an autonomous subject in other disciplinary fields. Where intercultural communication features as an autonomous subject the content is theoretically grounded in a specific discipline, e.g. anthropology, linguistics, philosophy and sociology. Alternatively, it is frequently linked to subjects like business studies, economics and tourism with the aim of providing students with the competence to operate in the professional sector concerned. In some cases it is taught not only as knowledge and a skill but also with the aim of promoting an appropriate attitude / awareness as an integrated part of language learning. Intercultural communication is sometimes associated with translation or with intercultural knowledge dissemination. In some business schools it is taught as part of business language degrees. In general, foreign language degree programmes do not offer courses in intercultural communication as such. Business schools and the business / economics faculties of universities offer a variety of courses on cultural theory and behaviour but many of these have no direct connection to languages at all. In the context of language learning the emphasis will be on the integration of intercultural communication and language learning.

3.3 Literature and culture
In general, foreign language literature modules or programmes are mainly delivered at traditional universities, in faculties of arts or humanities, in translation departments or in programmes of applied language and intercultural communication. In all such cases, literature is offered as part of foreign language syllabi, whereas the picture is more varied when it comes to foreign language culture, which is also delivered in a wider range of institutions such as a business school, polytechnic or college. These are often programmes with a foreign language component but are based in other disciplines (e.g. communication, social science subjects, media, tourism). Newer study fields and programmes are occasionally being developed taking into consideration practical and applied aspects, such as applied literary studies.

3.4 Content and language integrated learning (CLIL)
At present, CLIL-type approaches are frequently becoming adopted in European higher education in the fields of law, business, economics, engineering, medicine and humanities. Predominantly they appear at MA level, often as degree programmes which are either fully delivered in a foreign/target language (most frequently English) or contain extensive modules delivered in the target language. At BA and postgraduate levels, students may take 'content' modules or individual lectures in a foreign language. Language support is delivered both as direct contact teaching and using blended approaches with e-learning methodology / distance-learning. The number and distribution of hours, as well as the European Credit Transfer System (ECTS) credits allocated differ with each higher education institution and the CLIL variety adopted. Language for specific purposes (LSP) / language for academic purposes (LAP) practices are more common than fully integrated approaches. The 'content' courses, are usually taught by either a native or non-native speaker of the target language, and collaboration between the 'content' teacher and the language teacher is quite rare. Some institutions have developed CLIL practices whereby specific LSP/LAP courses are offered as pre-sessional modules to students before they enrol in their subject studies. Closer content and language integration, with the language support coinciding with what is required in the subject studies is also practised successfully. These models involve full collaboration between language specialists and subject specialists, either in the form of joint planning or team teaching.

3.5 Language teacher education
In some countries, prospective primary language teachers must follow a three or four year Bachelor of Education degree qualifying them as specialists in a foreign language, whereas in other countries all students who have obtained a first degree in education are allowed to teach foreign languages at primary level. Prospective secondary school teachers must either complete a first degree plus a Master / postgraduate qualification in education, or a BA in education with a major in one or two specific foreign languages. Language teacher education curricula place a strong emphasis on the importance of the teaching practice and, therefore, on the need to establish a cooperative relationship and shared approach between higher education institutions and schools. Time allotted to teaching placements and supervision does, however, vary enormously. Some countries have nationally approved standards which all student teachers must meet by the end of their initial teacher education course, while in others university departments establish their own programme following national and regional legislation and the delivery modes depend on the individual trainer. Although a stay in the foreign country is not generally required, student and teaching staff mobility under the Erasmus scheme is becoming increasingly popular.

4. Knowledge, understanding and skills (competences)

Below are some indicative descriptors for the core knowledge, understanding and skills (or competences) that learners should be expected to have acquired and be able to demonstrate in the 5 areas of language study described above. In a programme of study or module these may be expressed as aims and objectives (the broad or specific intended learning) and/or learning outcomes (the demonstrable achievements of the learner). Individual programmes will combine these in different ways and with differing emphases depending on the overall purpose, level and learning outcomes for the programme and the main aspect(s) of language being covered.

4.1 Language learning
Having completed a first cycle higher education programme of language study in higher education, students should have acquired:
- the 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 (see intercultural communication sections)
- effective language learning strategies
- an ability to mediate between languages (where translation/interpreting forms part of the curriculum)

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:
- 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)

4.2 Intercultural communication
Having completed a first cycle higher education programme of language study, incorporating explicit study of intercultural communication, in higher education, students should have acquired:
- 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

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:
- 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

4.3 Literature and culture
Having completed a first cycle higher education programme of language study with a focus on literary or cultural study, students should have acquired:
- knowledge of the historical, cultural, social, and political background of writers, their writings, literary schools, themes, genres, styles, other cultural and social phenomena etc.

LANQUA

- understanding of some principal concepts of literary theory (basic/complex)
- an historical and language/culture specific view of critical concepts and methods
- the role of literary aesthetics in a social and communicative system
- deepened insight into the differentiation of literary and non-literary texts, especially literary polyvalence and fictionality
- the ability to identify, describe, discuss and / or contrast authors, their works, literary schools and the main tendencies in a certain period of foreign language literature
- understanding of the cultural and literary memory of a wide range of signs (symbols, images, melodies, quotations) in texts (written, audio-, video-documents) and activities (events, performance, everyday life)
- ability to view and understand literature as central for cultural and media development

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:
- placement and classification of literary phenomena in an historic frame including discussion and / or contrastive analysis of authors, their works, literary schools, the main tendencies, techniques, styles, genres, and periods of foreign language literature
- identifying and distinguishing the different functions of literature throughout the ages
- application of theoretical tools for literary analysis and use of theoretical terminology for the analysis of literary texts
- criticism and interpretation through close reading, textual analysis and comparison
- developing and discussing his/her own interpretation of a text supported by the text
- analysis of the multiple roles literature and culture play within political and social history (anticipation, reaction, engagement, detachment, imaginary spaces / times) and how this contributes to a deeper understanding of different contexts of communication in contemporary society (e.g. cultural background of political events or social development)
- making connections between literary, cultural and media developments
- producing a systematically developed (oral or written) presentation in the foreign language about an experience (reading a literary text, watching a theatre play, a movie, TV-programme, etc.), making use of the meta-language of analysis within a given (multiple) theoretical framework

4.4 Content and language integrated learning (CLIL)
Having completed a higher education programme (first or second cycle) in a CLIL context, students should have acquired:
- multilingual competence in the field-specific and professional domain to include knowledge and understanding of how information is managed, conceptualised, and communicated in the target languages/L2s in the field-specific academic and professional domain and the role of research in contributing to the body of knowledge in the field
- understanding of the national and international dimension of the professions in the field, including cultural differences and their own cultural, academic and professional presuppositions and representations, not least how these are manifested in the target languages/L2s
- 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, linguistic and non-linguistic, are required
- awareness, knowledge and understanding of communication conventions in the field and profession in the target languages/L2s, e.g. genre, discourse and register conventions, as well as sensitivity to appropriate language use in academic, professional and social contexts
- understanding of the importance of continuously developing one's own professional expertise through multilingual and multicultural sources and experiences, including ICT-enhanced environments

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:
- receptive and productive skills necessary 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
- mediation 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 domain-specific professional multilingual and multicultural environments (multiliteracy)

- professional and interpersonal communication in the target languages/L2s in order to function and interact in specific and interdisciplinary contexts, teams, networks and communities, as well as in social contexts
- using oral and written communication in target languages/L2s appropriately in the specific academic field and in professional and social contexts, including communicating their expertise to different audiences
- awareness and ability to apply appropriate metacognitive skills and strategies needed for self-directed and integrated content and language learning on a lifelong basis

4.5 Language teacher education

Having completed a higher education programme (first or second cycle) in language teaching, students should have acquired:

- language proficiency in the language(s) they intend to teach
- intercultural awareness and ways of developing experiences which involve exchanges and interaction between different cultural perspectives
- language teaching methodologies, including state-of-the-art classroom techniques and activities
- knowledge and skills in how to apply various assessment procedures, techniques and ways of recording learners' progress
- knowledge of methods of teaching/raising awareness of language learning strategies
- an understanding of the nature and practice of independent language learning

Students who have acquired such knowledge and understanding will be expected to demonstrate the capacity for:
- reflective practice and self-evaluation
- maintaining and enhancing ongoing personal language competence
- plurilingual awareness and implementing language diversity
- making links with colleagues teaching different languages

5. Subject-specific examples: Language Learning

5.1 Teaching, learning and assessment
Below is a list of some of the common and/or emerging practices in teaching and assessment in languages

 "Languages are:
- a medium of understanding, expression and communication, described here as the use of the target language
- an object of study in their own right, described as explicit knowledge of language
- a gateway to relate thematic studies comprising various bodies of knowledge and methodological approaches, described here as knowledge of the cultures, communities and societies where the language is used
- a means of access to other societies and culture, described here as intercultural awareness and understanding"

5.1.1 Teaching and learning
Currently different approaches to language teaching and learning coexist, ranging from the traditional (teacher-centred) to the more innovative (use of IT and emphasis on self-managed learning). Both can be valuable and effective: much depends on the context of the teaching and learning, which is influenced by availability of resources, financial support and opportunities for professional development/training of language teachers.

More traditional (teacher-centred) approaches:
Students are less likely to become autonomous learners or to be key players in the construction of their knowledge.

What this means for language learning:
- focus on formal learning: accuracy is more important than fluency and development of language strategies
- separate approach to the learning of language skills sometimes resulting in a higher development of receptive language skills compared with productive language skills (e.g. after an extended period of

LANQUA

language of tuition a learner may struggle to communicate orally in everyday situations such as on holiday)
- technology (audio cassettes; DVDs) used as extra support for class teaching or, as in the case of interactive exercises in computer-based language learning, used for individual training of grammar, vocabulary and listening or reading skills, but not to support interaction
- learning a foreign language often in a monolingual/monocultural context. Students are less likely to be engaged in mobility or offered opportunities for native speaker interaction
- a unilingual approach to language learning (unilingual = learning a language as an isolated phenomenon)

More innovative (learner-centred) approaches:
Student-centred methods whereby the student is, for example, encouraged to use research skills to find their own learning material. Integration of independent learning methods whereby self study is combined with taught face-to-face courses.

What this means for language learning:
- use of methods such as the communicative approach to language learning which puts emphasis on practical/functional use of language
- study abroad programmes which enable the learner to acquire the foreign language in context and which promote the social dimension of language learning
- self-assessment methods aligned to learner-centred instruments such as the Common European Framework of Reference for Languages (CEF), or the European Language Portfolio (ELP) which also support greater learner autonomy and greater comparability of competencies across Europe
- learning a foreign language in a multilingual/multicultural context using methods such as tandem learning (cross-cultural and linguistic exchange between native speakers of different target languages)
- encouragement to make active use of the language at early stages to put emphasis on communication (communicative language learning, see above)
- supporting the student in identifying his/her preferred learning styles/methods (personalised learning), in progressing at his/her own pace, in developing as a lifelong learner and in acquiring language learning strategies for future learning
- use of technology to support interaction (e.g. communication/social networking tools (audiovisual or written interaction) or collaborative writing tools such as wikis
- multilingual approaches whereby students are encouraged to transfer previous language learning knowledge and skills, e.g. identifying links between languages
- focus on informal aspects of language learning e.g. use of the language outside the classroom in contexts such as Language Cafés, clubs, cultural events etc.
- collaborative approach to the development and delivery of language courses (e.g. cross-cultural courses)

5.1.2 Assessment
The use of assessment by oral and / or written exams, administered by expert language teachers is the predominant form of assessment in languages. Some universities also use language tests provided by external providers, especially with non-specialist students. There is also some evidence of the use of computer-based tests. In most universities, exit levels for non-specialist students have already been defined, or are in the process of being defined according to CEF levels. This is not always the case for specialist students. Some university language centres and language departments use the CEF and CEF-related instruments, such as the European Language Portfolio (ELP) to achieve transparency and comparability of learning outcomes and to foster autonomous learning and language awareness among learners.

6. Subject-specific examples: Intercultural Communication

6.1 Teaching, learning and assessment
Intercultural communication (IC) is a dynamic field incorporating social, economic and political contexts which are constantly evolving. IC is generally an integrated sub-component of language learning which is often not articulated as a separate activity in HE degree programmes. It comprises a complex combination of knowledge, skills and attributes which are reflected in learners behaviour and are infrequently taught and evaluated holistically. In focus are courses involving intercultural communication in language degree programmes and

integrated elements or modules in language teaching programmes primarily for university students at BA level. The courses provide students with knowledge and understanding about language, culture, institutions and different ways of life in differing communities, facilitate the application of this knowledge in intercultural situations by training in linguistic and intercultural skills and encourage reflection about their own cultural and linguistic behaviours, practices and attitudes as well as those of others.

6.1.1 Teaching and learning
Some of the following teaching tools and methods may be used to promote intercultural communication skills:
- simulation activities, followed by reflective discussion and/or written analysis
- informal face-to face interaction in hypothetical contact situations
- guided group activities
- learner diaries
- questionnaires
- peer teaching
- tandem exchanges
- study visits abroad or local contact with speakers of other languages
- cross-cultural study projects
- reports
- oral presentations
- ethnographic projects

6.1.2 Assessment
Courses on the theory and content of intercultural communication tend to evaluate knowledge by means of written examination and essay. Alternatively projects may involve students applying their theoretical knowledge to particular communicative situations or conducting small-scale ethnographic or case study research. Evaluation of intercultural communication as practice may occur in the assessment of general language courses (e.g. translation), but since intercultural communication is not systematically taught as part of general language courses, formalised assessment is not widespread. In some institutions, however, the practice of writing logbooks is established, and intercultural awareness is assessed through reflective essays. Any such assessment is likely to be integrated with other factors associated with advanced language learning. There is little sign of role-play or self-assessment being widely practised, though, in exceptional cases, it can be effectively integrated into oral assessment, e.g. through situation-based interpreting. Given that intercultural competence can be separated into knowledge, skills and attitudes, only the knowledge component can, strictly speaking, be assessed in traditional ways. Skills and attitudes need to be assessed in other ways such as role-play, observation, self-assessment or reflection on critical incidents. Yet such assessment practices are not widespread within European higher education language programmes. One example of the way in which awareness of intercultural communication can be raised and learners made capable of self-assessing their language and intercultural skills is by using the LOLIPOP portfolio www.lolipop-portfolio.eu, an online, interactive version of the European Language Portfolio with an enhanced intercultural dimension.

7. Subject Specific Examples: Literature and Culture

Teaching literature and culture in a foreign language context depends on the status of languages and cultures in a given society (e.g. in the public educational system). There is a wide variety of status pertaining to foreign languages, ranging from less widely used and lesser taught languages (LWULT) up to more traditionally taught languages such as French, German and Spanish which will have an impact on the formal teaching of literature as part of a language learning programme.

7.1 Teaching, learning and assessment

7.1.1 Teaching and learning
The fields of literature and culture are particularly suited to the use of innovative pedagogy, though in most courses traditional approaches still prevail. Nevertheless, there is evidence that new approaches are been used such as using e-learning and e-platforms, various types of group work and group assignments, project work, field-work, study visits, presentations in different media, autonomous learning and cross-curricular learning – in short, the whole range of learner-centred teaching and learning methods. There is strong emphasis on the fostering of self-evaluation and

LANQUA

reflection by students as well as on the development of key skills alongside the development of subject-specific literary and culture competences. These might include:

- close reading of a variety of texts
- intercultural skills such as empathy, contextualization, differentiation
- linguistic competence in the target language which supports engagement with the study of literature & culture

7.1.2 Assessment

In new programmes decisive trends towards new forms of assessment are being detected (active participation, continuous assessment and assignments, group assignments and presentations, portfolios, final reports on project work, online tests, peer review, self evaluation), while traditional assessment methods still persist to a large extent (final written and oral exams) centring on the reproduction of knowledge rather than the achievement of competences. Essays are used either as part of continuous assessment or as final subject evaluations. Project work is rare in literature subjects, but more common and rising in popularity in the assessment of culture subjects. Other methods of assessment might include open-book exams (taken home by the students and submitted to a deadline). Longer papers on literary subjects are usually introduced during the 2nd cycle level (MA). Assessment is usually carried out by the subject teacher (internal assessment) but a few countries include additional external examiners who in the field of literature specialise in the subject being evaluated. The assessment methodology is usually decided locally by the teacher/course team delivering the teaching. The provision of assessment criteria and distribution of marks are good practice and in many cases are a quality assurance requirement.

8. Subject Specific Examples: CLIL

8.1 Teaching, learning and assessment

Instruction in a foreign language is practised for a number of reasons:

- to attract national and international students, i.e. positioning of higher education institution within the national and international context
- to enhance the institutional profile
- to promote plurilingualism: social, citizenship, intercultural competence, employability
- to develop in graduates the necessary competitive edge
- to open new possibilities on the job market, i.e. enhance employability
- to raise money, i.e. financial issues
- to develop economic and cultural collaboration with other countries through Governmental Agreements
- to promote future academic/ research/ professional networking
- to develop intercultural expertise
- to develop the European dimension

8.1.1 Teaching and learning

As CLIL requires new kinds of collaboration between subject specialists and language specialists it is important to acknowledge that new kinds of pedagogical practices are also required and that interdisciplinary meanings have to be negotiated for the role of language in knowledge construction and sharing. In principle, the language learning outcomes in CLIL are considered from a functional and communicative viewpoint, which is in line with the descriptors of the Common European Framework of Reference for Languages (CEF). This implies interactive pedagogical approaches and carefully designed learning tasks, as well as institutional support systems for both students and teachers.

Sometimes this type of instruction (unless properly planned out) instead of fulfilling its aims will only put pressure on both students and staff and will result in dissatisfaction and ultimately, unfulfilled aims. Varieties of CLIL are currently being delivered both as direct contact hours and using blended approaches with e-learning methodology/distance-learning. The different pedagogical approaches to CLIL are outlined in the table below. Partial CLIL may rely on a native or non native speaker of the L2 to deliver content based courses. The focus is usually not on language enhancement and there may be little awareness that a number of communication problems could be avoided if language were properly considered. Language support may also be offered to students before they enrol in the subject courses or there may be distinct language for specific purposes/language for academic purposes courses that are coordinated with the subject specialist. However

learning outcomes are mainly assessed separately and a clear distinction is made between language mastery and subject mastery. The more integrated approaches, namely adjunct CLIL and dual focus CLIL then involve (full) coordination between language specialists and subject specialists, either in the form of joint planning or team teaching. Learning outcomes and criteria are specified for both language and content. There might also be a distribution of credits (ECTS or other types) in assessment.

The table below outlines the ways in which CLIL is currently integrated into the curriculum. Note: this is most commonly at Masters level

TYPE	PARTIAL CLIL LSP/Discipline-based LT	PARTIAL CLIL (language – LAP focus)	PARTIAL CLIL (content – focus in L2)	ADJUNCT-CLIL	(Dual-focus) CLIL
FEATURES					
Main aim(s)	Language mastery and typically also study skills (LAP) mastery ; explicit L2 aims.	Language and study skills mastery, tailored for future content learning, i.e. pre-sessional course; explicit L2 aims.	Content mastery; L2 learning incidental - language aims not specified, but often implicit L2 learning aims.	Content mastery and L2 learning; tailored, adjunct L2 instruction to support content learning outcomes; explicit L2 aims.	Content mastery and L2 learning; dual focus and integrated and specified aims for both.
Target group	Non-native learners	Non-native learners	Any group, both native and non-native learners	Mixed group, but L2 adjunct courses more aimed at non-native learners	Typically non-native learners
Main actor(s)	Language specialist	Language specialist, often in co-operation with subject specialists	Subject specialist	Subject specialist and language specialist in collaboration; i.e. two teachers	Subject specialist alone or teaming with a language specialist
Pedagogical approach	Language teaching and LSP approaches, with an additional focus on LAP. Tailored learning tasks.	Study skills teaching and LAP approaches, with an additional focus on LSP. Tailored learning tasks.	Often lecture-type, focus on transmission of knowledge, expert-centred. Approach depends on what is typical of the discipline or preferred by teacher.	Lecture-type or learner-centred; L2 adjunct courses constructed in collaboration between language and content specialist to promote skills needed for content mastery.	Multi-modal, interactive and learner-centred approaches which systematically support both content and L2 learning aims.
Main view of language (L)	L as subject and mediator.	L as subject and mediator.	L as tool.	L as mediator.	Multiple views of L.
Learning outcomes expected	LSP competence: functional, professional language and communication competence in the disciplinary field and in general. LAP competence for the purposes of the discipline.	LAP competence for the purposes of the discipline. LSP competence: functional, professional language and communication competence in the disciplinary field and in general.	As in content instruction. Language learning dependent on the pedagogical approach and on learner's own motivation, initiative and autonomy. Lack of awareness of the role of language is typical.	As in content instruction, but with a clear awareness of the role of language, i.e. partially integrated content and language competence. Focus of L2 adjunct instruction is on production and interactive skills.	Integrated content and language competence. Both developed systematically through tailored learning tasks; main emphasis in L2 development is on production and interactive skills. Full awareness of L.
Assessment	Language and communication skills assessment forms according to set criteria.	Language and communication skills assessment forms according to LAP criteria.	Content mastery assessed in whatever way is typical; language learning not assessed apart from possible self-assessment.	Each teacher assesses his/her share; often joint assessment criteria and multiple forms; credits given for both.	Assessment of content and language according to aims set; often continuous and multiple forms of assessment.

LANQUA

Table adapted from Räsänen, A. (1999). *Teaching and learning through a foreign language in tertiary settings*, in Tella, S., Räsänen, A. & Vähäpassi, A. (eds). From Tool to Empowering Mediator. An evaluation of 15 Finnish polytechnic and university level programmes, with a special view to language and communications. Publications of Higher Education Evaluation Council: 5. Helsinki: Edita.

8.2.2 Assessment

All forms of assessment are used in European CLIL varieties: formative assessment (project-based, continuous individual or class work), summative assessment (oral and written exams), self-assessment and peer-assessment, with the latter two generally appearing in combination with the former two. Depending on the CLIL variety, assessment ranges from individual / separate assessment of language and content to joint / team assessment where there are jointly agreed language and content criteria used by the assessors. In the former situation the student will receive two grades (with the respective ECTS credits), whereas in the latter the assessment often results in one joint grade (with the respective ECTS credits). Ideally, the progress of students is also monitored and considered in the evaluation. In any case, the assessment procedure needs to incorporate both language and content focused components, as the student is expected to develop subject competence as well as language / communicative competence during their CLIL programme. (See also table above).

9. Subject Specific Examples: Teacher Education

9.1 Teaching, learning and assessment

Teacher education curricula contain general educational disciplines and subject specific elements, e.g. second language pedagogy and supervised teaching practice. Concurrent models (e.g. a four-year Bachelor of Education degree) are more usually associated with primary and pre-school levels and may contain no framework for the acquisition of foreign language skills or ability to teach foreign languages. Consecutive models (e.g. a postgraduate educational qualification taken immediately after a BA in the subject area) more often apply to lower and upper secondary school levels, and their curricula include training in language teaching methodologies and may include opportunities for upskilling in the language(s) to be taught. Recently the focus of teaching and learning has changed the direction of teacher education. Today teaching is more concerned with facilitating and managing pupils' learning than explaining and giving information. Furthermore in learning foreign languages the pupils are the main actors as they develop their linguistic knowledge and skills as a result of their learning experience. In order to make the process productive teachers need to address the diverse needs of pupils creating a learning environment that reflects their individual abilities, skills and interests. Teachers need new competences to meet the new challenges, among which might be the acquisition of reflective and research skills to be able to notice and study pupil needs and develop appropriate teaching and learning strategies. Teachers also need to engage in continuing professional development in order to be an effective and reflective practitioner. These might be articulated in a programme of study as follows:

- understanding pupils' learning
- understanding the role of theory and practice
- critical thinking
- understanding of the broader educational and social context
- understanding causes and consequences
- teaching through inquiry

9.1.1 Teaching and learning

The language teacher education curriculum contains both theoretical and practical elements which emphasis learner-centredness and task based learning. Much of the learning will be done through practical experience, reflection on practice and relating theory to practice. Students will consider (and experience) the following teaching and learning approaches

- use of reflective tools such as portfolios. From the start of the teacher education programme, teacher students are taught to engage in reflection in a structured way, using several instruments such as:
  - a practice diary
  - discussion sessions with tutors and peers about significant teaching practices.
  - self-monitoring with the reflection circle
  - 15 supervision meetings in small groups about personal teaching experiences

-      informed reflective practice.
- constructivist models of learning
- learner autonomy
- cognitive models such as language learning strategies
- content and Language Integrated Learning (see section 6.1.4)
- task-based learning through group and individual projects, problem-based learning techniques
- methods for developing language skills (including grammar and vocabulary acquisition)
- use of new technologies for language learning including computer assisted language learning

9.1.2 Assessment
Forms of assessment consist of a combination of written assignments, oral examinations, written examinations, portfolios, observed field placement, and informal reports submitted by school mentors. Assessment of student teachers is generally the responsibility of teacher educators and mentors. In countries where teacher education is based in an institution, assessment is carried out exclusively by teacher educators; in countries where teacher education has structured links with schools, mentors carry out informal or formal assessment of the performance of student teachers during their field placement. Student teachers are invited to self-assess through logs or self-assessment forms kept during field placement and as they build up their portfolio. Self-assessment also takes place during feedback sessions in relation to field practice. In some countries this assessment contributes to the students' grades but in most it does not. The contribution of an external examiner is sometimes sought in connection with dissertations as well as with field placements. The level to which assessment criteria are made public varies from country to country. Statements representing standards or lists of criteria are commonly used for practical aspects of the teacher education course.   Level of performance on practical aspects such as field placement is assessed on a two, three, or four-point scale generally using descriptors such as pass / fail / unsatisfactory. Written work is assessed using a combination of grades and marks. Professional competences may be described using 'can do' statements on a three or four point scale indicating level of performance (beginning, developing, competent, excellent).