

## Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level

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### SCENARIO INFORMATION

<b>Institution</b>	Freie Universität Berlin (DE), ZE Sprachenzentrum / Romanistisches Seminar	
<b>Title of scenario</b>	<b>Bridging the gap: L'adaptation publicitaire</b>	
<b>Topic in keywords</b>	Advertising, translating, adapting, presenting	
<b>Student</b>	Name: ID:	
<b>Deadline</b>	Date:	Received:
<b>Form(s) of assessment</b>	<input checked="" type="checkbox"/> Teacher <input checked="" type="checkbox"/> Peer <input type="checkbox"/> Self-assessment	
<b>Setting</b>	You work for an international publishing company that is launching a new advertising campaign in different countries. You are part of a team who is going to work on the adaptation of several advertisements from one language and culture into different ones, taking into account the specific rules of this kind of professional task.	
	<p><b>Task 1 (2 hours): Reading and summarising</b>          You will be provided with Guidère's chapter about the adaptation of advertising, "L'adaptation des publicités internationales" in French.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> <li>1.1. Read the chapter</li> <li>1.2. Take notes in French on the different types of translating advertising used since 1980 in the language of your choice.</li> <li>1.3. Summarize the main ideas of the chapter in German.</li> </ol>	
	<p><b>Task 2 (2 hours): Analyzing multicultural and multilingual approaches to advertising</b>          You will analyze concrete approaches in translating and adapting advertisements.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> <li>2.1. Find some French, German and English advertisements which have been translated or adapted into one of these languages.</li> <li>2.2. Analyze these advertisements and their translations and take notes according to Guidère's categories.</li> <li>2.3. Discuss in French with a small group of colleagues the findings of your analysis (online forum).</li> </ol>	
	<p><b>Task 3 (3 hours): Getting creative</b>          You will be in charge of proposing the adaptation of two advertisements of your choice.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> <li>3.1. Choose two advertisements, either in English, German or in French.</li> <li>3.2. Adapt them for one or two other target languages and cultures, e.g. French, German or English, taking into account the specific countries in which the products will be advertised.</li> </ol>	
	<p><b>Task 4 (1/2 hour): Selling your ideas</b>          You will be presenting your ideas for an international campaign to other colleagues.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> <li>4.1. Send an email to your colleagues inviting them to your presentation (Invite students of other language courses)</li> <li>4.2. Present your translations and adaptations illustrating problematic language and cultural aspects and the strategies you have used to solve them.</li> <li>4.3. Finally answer the questions of the audience, in German, French or English.</li> </ol>	

<b>Resources</b>	<p><b>Task 1:</b>  Guidère, Mathieu (2009): "De la traduction publicitaire à la communication multilingue ». Meta : journal des traducteurs / Meta: Translators' Journal, vol. 54, n° 3, 2009, p. 417-430.  <a href="http://www.erudit.org/revue/meta/2009/v54/n3/038306ar.pdf">http://www.erudit.org/revue/meta/2009/v54/n3/038306ar.pdf</a>  Guidère, Mathieu (2008) : Traduire la publicité ou Comment argumenter ses choix de traduction. Traduire. 219 : 22-46.  Guidère, Mathieu (2008) : La Communication multilingue : traduction commerciale et institutionnelle. Paris : De Boeck Université. Coll. « Traducto ».</p> <p><b>Task 2:</b>  Different advertisings, f. i. <a href="http://www.coupsdepub.com/dim-redécouvrez-vos-jambes/">http://www.coupsdepub.com/dim-redécouvrez-vos-jambes/</a> ;  <a href="http://www.horizont.net/standpunkt/spiesseralfons/pages/protected/show.php?id=394">http://www.horizont.net/standpunkt/spiesseralfons/pages/protected/show.php?id=394</a> ;</p>																																														
<b>Multilingual student profile required for scenario outputs</b>	<table border="1" data-bbox="296 510 1479 943"> <thead> <tr> <th></th> <th><i>Reading</i></th> <th><i>Listening</i></th> <th><i>Spoken interaction</i></th> <th><i>Spoken production</i></th> <th><i>Writing</i></th> </tr> </thead> <tbody> <tr> <td><b>German</b></td> <td>C2</td> <td>C2</td> <td>C1</td> <td>C1</td> <td>C1</td> </tr> <tr> <td><b>French</b></td> <td>C1</td> <td>C1</td> <td>C1</td> <td>C1</td> <td>C1</td> </tr> <tr> <td><b>English</b></td> <td>B2</td> <td>B2</td> <td>B2</td> <td>B2</td> <td>B2</td> </tr> <tr> <td><b>Intercultural skills and competences</b></td> <td>x</td> <td>-</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td><b>Strategies (including multilingual multicultural strategies)</b></td> <td>x</td> <td>-</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td><b>Independent learning skills and competences (including examination skills and competences)</b></td> <td colspan="5" style="text-align: center;">-</td> </tr> </tbody> </table>						<i>Reading</i>	<i>Listening</i>	<i>Spoken interaction</i>	<i>Spoken production</i>	<i>Writing</i>	<b>German</b>	C2	C2	C1	C1	C1	<b>French</b>	C1	C1	C1	C1	C1	<b>English</b>	B2	B2	B2	B2	B2	<b>Intercultural skills and competences</b>	x	-	x	x	x	<b>Strategies (including multilingual multicultural strategies)</b>	x	-	x	x	x	<b>Independent learning skills and competences (including examination skills and competences)</b>	-				
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In order to illustrate their specific multilingual and multicultural profiles, students can store samples of their work in the Dossier of their **Academic ePortfolio**.

To familiarise yourself with the terminology, assessment criteria and assessment grids from the MAGICC project or the reference levels of the Council of Europe's Common European Framework of Reference for Languages, please consult the MAGICC **Transparency tools**.

[www.magicc.eu](http://www.magicc.eu)

Assessment scheme				
Level of mastery Percentage %	Inadequate 0 – 49.9 %	Basic 50 – 59.9 %	Satisfactory 60 – 79.9 %	Full 80 – 100 %
<i>to be used with the corresponding MAGICC assessment grid (<a href="http://sepia.unil.ch/magicc">http://sepia.unil.ch/magicc</a>)</i>				

## Task 1

🕒 (2 hours): Reading and summarising

### Expected outputs:

- Understanding a text in French on criteria for adapting and translating advertising.
- Writing a summary of it in German.

1.1	Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources		Level of mastery / Percentage	Comment
	<p><b>Skills / strategies:</b> Academic and professional reading strategies</p> <p><b>Learning outcomes:</b> Use a variety of strategies to manage the coexistence of several languages in reading situation and employ one’s own multilingual profile to strengthen, enrich and diversify access to information, processing, retaining and classifying new information</p>			
Assessment criteria and task specification	Planning: - Prior knowledge - Prediction	<p><b>Sub-task 1.1.1</b> (Before writing)</p> <ul style="list-style-type: none"> <li>• What do you already know about the difficulty of translating advertising?                             <ul style="list-style-type: none"> <li>○ Please note at least 6 elements that might be important by translating language &amp; cultural aspects.</li> </ul> </li> </ul>		
	Effectiveness in execution I	<p><b>Sub-task 1.1.2</b></p> <ul style="list-style-type: none"> <li>• How did the practice of translating advertisement change in the last decades?</li> <li>• What aspects of the target language and or the target culture are particularly significant?</li> <li>• How can you make your advertising attractive and effective for your target group?</li> <li>• Take into account both verbal and non-verbal communication’s aspect. Work with a partner or in small groups.                             <ul style="list-style-type: none"> <li>○ Summarize, synthetize, rephrase in German texts written in French.</li> </ul> </li> </ul>		

## Overall achievement for task 1

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	Overall achievement for task 1
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

## Task 2

🕒 (1-2 hours): Analyzing multicultural and multilingual approaches to advertising

**Expected output:** Discussing in group different criteria and approaches to advertising in multicultural context.

Assessment criteria and task specification	<p><b>2.1.</b> <b>Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources</b></p> <p><b>Skills / strategies:</b> Academic and professional reading strategies and information management</p> <p><b>Learning outcomes:</b> Use a variety of strategies to manage the coexistence of several languages in reading situation and employ one's own multilingual profile to strengthen, enrich and diversify access to information, processing, retaining and classifying new information</p>	Level of mastery / Percentage	Comment
	<p>Planning: - Prior knowledge - Prediction</p> <p><b>Sub-task 2.1</b></p> <ul style="list-style-type: none"> <li>• Build hypothesis on possible contents and organization on the text (the advertisings) on the basis of your prior knowledge.             <ul style="list-style-type: none"> <li>○ Discuss them with a partner or in group.</li> </ul> </li> </ul>		

2.2.	<b>Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources</b>  <b>Skills / strategies:</b> Intercultural skills and competences for academic and professional reading  <b>Learning outcomes:</b> Identify and interpret information in its cultural context		<b>Level of mastery / Percentage</b>	<b>Comment</b>
<b>Assessment criteria and task specification</b>	Knowledge I: Knowledge discovery: - Acquisition - Verification - Differentiation	<b>Sub-task 2.2</b> <ul style="list-style-type: none"> <li>• Identify and note at least 3 relevant elements of transfer or adaptation in the translation of the advertisement. Discuss them with a partner or in group. <ul style="list-style-type: none"> <li>○ Use reference tools and techniques that facilitate comprehension, such as online and offline dictionaries of all kinds (monolingual, bi / multilingual, specialised, etc.), translation tools, corpora, complementary information sources, social media, texts in same domain in different languages, etc. to check meaning</li> </ul> </li> </ul>		

### Overall achievement for task 2

#### Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	<b>Overall achievement for task 2</b>
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

# Task 3

🕒 (2-3hours): Getting creative

**Expected outputs:** Producing your own translation and or adaptation of an advertising of your choice, in German and in French, for different target groups.  
This task will not be evaluated.

<b>Assessment criteria and task specification</b>	<b>3.1. Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b>  <b>Skills / strategies:</b> Intercultural skills and competences for academic and professional writing  <b>Learning outcomes:</b> Understand intercultural differences in written communication in different academic and professional contexts and analyze one own's writing from a cultural perspective and accomodate it accordingly		<b>Level of mastery / Percentage</b>	<b>Comment</b>
	Knowledge: Knowledge discovery	<b>Sub-task 3.1.1</b> <ul style="list-style-type: none"> <li>• What makes this advertisement so effective?</li> <li>• Be aware of the specific language and cultural aspects in the chosen advertisements.</li> <li>• Are there advertisements made for a globalized audience?</li> </ul>		
	Adaptability I: Behavioral flexibility	<b>Sub-task 3.1.2</b> <ul style="list-style-type: none"> <li>• Understand the role of culture and its influence on advertising. Use the findings of task 1 and 2 in order to make your adaptation and/or translation appropriate for the target readers.</li> </ul>		

<b>Asses smen</b>	<b>3.2. Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b>  <b>Skills / strategies:</b> Academic and professional writing skills  <b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>- Use one's own multilingual and multicultural repertoire to communicate in written form information and own expertise to difference audiences</li> <li>- Write short factual texts, such as advertising in different languages</li> </ul>		<b>Level of mastery / Percentage</b>	<b>Comment</b>
	Macro-readability / guidance of reader: Accessibility	<b>Sub-task 3.2.1</b> <ul style="list-style-type: none"> <li>• Use appropriate type conventions, f. i. appropriate rhetoric figures in each language, appropriate relation between image and words, attractive slogans etc.</li> </ul>		

	Topic content	<b>Sub-task 3.2.2</b> <ul style="list-style-type: none"> <li>Write a text with appropriate and relevant content adapted to the target readers (specialised / non-specialised) , f.i. give, if necessary, information about the product, make the product attractive, show benefits for the consumers, make attractive puns/plays on words and/or and slogans.</li> <li>Be faithful / respectful of the original and be creative.</li> </ul>		
	Overall communicative quality	<b>Sub-task 3.2.3</b> <ul style="list-style-type: none"> <li>Assess the effect of different styles, discourse structures and formulation in a specific language in relation to a target audience</li> </ul>		

### Overall achievement for task 3

#### Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	<b>Overall achievement for task 3</b>
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

## Task 4

### 👉 (1-2 hours): Selling your ideas

#### Expected output:

- Presenting your translations and adaptations illustrating problematic language and cultural aspects and the strategies you have used to solve them;
- Answering the questions of the audience in German, French or English.

<b>4.1.</b>	<b>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b>  <b>Skills / strategies:</b> Academic and professional spoken production skills  <b>Learning outcomes:</b> Use one's own multilingual and multicultural repertoire to communicate information and own expertise to different audiences		<b>Level of mastery / Percentage</b>	<b>Comment</b>
Assessment criteria and task specification	Topic development	<b>Sub-task 4.1</b> <ul style="list-style-type: none"> <li>Develop your topic in a clear way, taking into account the competences of your audience. Focus both on language and cultural aspects. Support your presentation with appropriate examples. <ul style="list-style-type: none"> <li>Use visual support in different languages to support understanding in a multilingual and multicultural setting</li> </ul> </li> </ul>		

Assessment criteria and task specification	<b>4.1b</b> <b>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b>  <b>Skills / strategies:</b> Intercultural skills and competences for academic and professional spoken production  <b>Learning outcomes:</b> Adapt one's presentations and communication style to fit intercultural encounters in situ		Level of mastery / Percentage	Comment
	Knowledge discovery	<b>Sub-task 4.1b</b> <ul style="list-style-type: none"> <li>Ensure that the concepts you are expressing refer to the same notions and representations in different languages.</li> </ul>		

Assessment criteria and task specification	<b>4.2</b> <b>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b>  <b>Skills / strategies:</b> Strategies for academic and professional spoken interaction  <b>Learning outcomes:</b> Use a variety of strategies to manage the coexistence of several languages in interaction and use one's own multilingual and multicultural repertoire and prior knowledge to promote successful interaction and active participation and to enrich and diversify communication		Level of mastery / Percentage	Comment
	Planning: Preparation	<b>Sub-task 4.2.1</b> <ul style="list-style-type: none"> <li>Try to figure out which aspects of your presentation may be problematic for your audience. Think of possible questions you might be asked. <ul style="list-style-type: none"> <li>Prepare vocabulary and arguments you may need.</li> </ul> </li> </ul>		
	Effectiveness in execution I	<b>Sub-task 4.2.2</b> <ul style="list-style-type: none"> <li>If necessary, alternate languages, in order to ensure understanding and interaction with the audience. <ul style="list-style-type: none"> <li>Shift between languages in order to have the situational flexibility and adaptability to contribute to understanding and participation of members with diverse multilingual and multicultural profiles</li> <li>Monitor success in spoken interaction and give clarifications, feedback and use meta-communication when needed, if necessary in a different language than the language(s) used in interaction</li> </ul> </li> </ul>		

#### Overall achievement for task 4

#### Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	Overall achievement for task 4
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	



## Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level

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### INSTITUTIONAL INFORMATION

<b>Institution</b>	University: Freie Universität Berlin Faculty: ZE Sprachenzentrum / Romanistisches Seminar
<b>Programme</b>	Programme: BA Frankreichstudien Module/Course: Abschlussmodul
<b>Cycle</b>	<input checked="" type="checkbox"/> BA <input type="checkbox"/> MA <input type="checkbox"/> Other please specify _____
<b>Expected learning outcomes of programme/module/course/</b>	<p>1. Sprach- und Kommunikationskompetenzen: Die Studentin oder der Student</p> <ul style="list-style-type: none"> <li>- kann sich spontan, sehr flüssig und genau ausdrücken und auch bei komplexeren Sachverhalten feinere Bedeutungsnuancen deutlich machen,</li> <li>- kann Informationen aus verschiedenen Quellen – auch in verschiedenen Sprachen – zusammenfassen und die Argumente und Sachverhalte kohärent wiedergeben,</li> <li>- kann Sprachvergleiche im Hinblick auf syntaktische und lexikalische Besonderheiten anstellen.</li> </ul> <p>2. Strategiewissen: Die Studentin oder der Student</p> <ul style="list-style-type: none"> <li>- kann eine Vielzahl geeigneter Werkzeuge (auch elektronischer Art) für die Sprachmittlung einsetzen,</li> </ul> <p>3. Interkulturelle Kompetenzen:</p> <ul style="list-style-type: none"> <li>- Die Studentin oder der Student verfügt über interkulturelle Kompetenzen, die sie/ihn befähigen, als kompetente Mittlerin oder als kompetenter Mittler zwischen Sprecherinnen und Sprechern der Zielsprache und Sprecherinnen und Sprechern aus ihrer oder seiner eigenen Sprachgemeinschaft zu wirken und dabei soziokulturelle und soziolinguistische Unterschiede zu berücksichtigen.</li> <li>- <a href="http://www.geisteswissenschaften.fu-berlin.de/we05/dokumente/StO_PO_2012_BA_Frankreichstudien.pdf?1361062800">http://www.geisteswissenschaften.fu-berlin.de/we05/dokumente/StO_PO_2012_BA_Frankreichstudien.pdf?1361062800</a></li> </ul> <p>▷1. Language and communication skills: students</p> <ul style="list-style-type: none"> <li>- can speak very fluently and accurately, giving clear and detailed descriptions and presentations on complex subjects and making also nuances clear.</li> <li>- can summarize information from different sources – also in different languages –; can report facts and make his/her points in a coherent way.</li> <li>- can compare syntactic and lexical aspects of the target and first language</li> </ul> <p>2. Learning strategies</p> <ul style="list-style-type: none"> <li>- can use a variety of resources (also online resources) for mediating between languages</li> </ul> <p>3. Intercultural competences</p> <ul style="list-style-type: none"> <li>- The students have intercultural competences allowing them to act as competent mediator between speakers of the target language or speakers of their own language community, considering also sociocultural and sociolinguistic differences.</li> </ul>
<b>Number of ECTS</b>	150 Working hours / 5 ECTS
<b>Type of assessment</b>	<input type="checkbox"/> Continuous <input type="checkbox"/> Final exam <input type="checkbox"/> Validation of module <input checked="" type="checkbox"/> Other Project Work