

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

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SCENARIO INFORMATION

Institution	University: University of Bremen Faculty: Centre of Foreign Languages / Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB)	
Title of scenario	Improving listening – Understanding academic lectures and presentations in different cultural contexts	
Topic in keywords	Listening, visualization, project work, peer-learning, intercultural knowledge	
Student	Name: ID:	
Deadline	Date:	Received:
Form(s) of assessment	<input checked="" type="checkbox"/> Teacher <input checked="" type="checkbox"/> Peer <input checked="" type="checkbox"/> Self-assessment	
Setting	<p>You are an ERASMUS student from Germany, Turkey and/or from the UK, China or USA which are studying one semester at the Bremen University. You are aiming at improving your understanding of lectures in foreign languages / your second language /your heritage language. In this scenario you are going to work on listening competencies regarding lectures and seminars. You have applied to attend the multilingual tutorial program* which uses EPOS, the Bremen' e-Portfolio. You are supported by a student-tutor.</p> <p>(*meaning self-directed learning in peers with tutor advice, independent regarding places, times steps, using EPOS as guide and portfolio for independent learning. Signing a learning agreement at the beginning.</p> <p><u>Please note:</u> this scenario could also be transferred to other cultural contexts/languages. In that case, simply adapt the general idea of this scenario.</p>	
Tasks overview	<p>Task 1 (2 hours): Assessing your own learning</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> 1.1. Get familiar with the ePortfolio EPOS and start using it for self-assessment and independent learning (document your listening skills in L1, L2, L3 (?), intercultural knowledge, listening strategies etc.). 1.2. Follow the instructions to find a TANDEM-partner to work on examples of academic text types (lectures, presentations, talks) in Turkish and Chinese and compare them regarding intercultural awareness <p>Task 2 (6 hours): Analyzing the cultural component of video- examples of a lecture /talk /speech /presentation</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> 2.1. Choose two different types of texts or situations (e.g. opening of a presentation, a political speech, etc. presented in a video 2.2. Apply different listening strategies before, during and after watching the videos and reflect on them using the ePortfolio 2.3. Analyse the cultural content of each video and compare them 2.4. Make notes in two languages in preparation for a report of your analysis 2.5. Present the characteristics and challenges of intercultural communication orally with one of your colleagues to the other team members in a common language, English/German/Spanish (to be defined) 	

	<p>Task 3 (4 hours): Discussing your analysis of the videos with a partner</p> <p>For this you will need to:</p> <p>3.1. You will work together with TANDEM-partners from China or Turkey or another language 3 3.2 Discuss your findings with your partner in particular in relation to multilingual and multicultural listening aspects.</p> <p>3.2. Take notes in preparation of a report for the group presentation (take the same language(s) languages(s) for notes and report) as in task 2.</p> <p>Task 4 (3 hours): Presenting your findings and learning process</p> <p>4.1. Prepare your presentation in your peer- and TANDEM-group by compiling a poster about your learning process and your findings (use the EPOS-resources “pages”)</p> <p>4.2. Compile (as groupwork) a podcasts consisting of examples for you findings (language aspects, cultural aspects, discipline aspects) and small examples of lectures.</p> <p>4.3 Use the dossier, the diary and the self-assessment functions of EPOS to save your learning outcomes and assess them as well as your overall learning process – for you individually and for your group.</p> <p>4.4 Reflect the assessment given by the experts.</p>																																						
<p>Resources</p>	<ol style="list-style-type: none"> 1. Three Presentations about Chinese economy at LES, London, : http://www.youtube.com/watch?v=lrLakCpCM1Y&list=SP0C1E7F2DC649DD98&index=1 2. Lecture by Noam Chomsky at Bogazici University in Isatnbul http://www.youtube.com/watch?v=OP-Q7DAZwYU (Chomsky lecture at Bogazici University Istanbul, January 2013) 3. Talk Obama to Turkish Students at University in Istanbul: http://www.youtube.com/watch?v=CGdGTbGuCVA 4. German Lecture: Entscheidung zwischen BWL und Physik: http://www.youtube.com/watch?v=e05oEabNZAY 5. Berkeley Lectures Sociology 1, 27.08.2012: http://www.youtube.com/watch?v=XPAcVFErEVg 6. Festvortrag zum Jahresempfang des Rektors, Universität Köln : 24.01.2012, Prof. Michael Becker-Mrotzek, Mehrsprachigkeit – Integration – Internationalität. http://www.youtube.com/watch?v=klhRQ15Zhhc 																																						
<p>Multilingual student profile required for scenario outputs</p>	<table border="1" data-bbox="296 1077 1481 1413"> <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>German or English or Turkish</td> <td>C2</td> <td>C2</td> <td>C1</td> <td>C1</td> <td>C1</td> </tr> <tr> <td>English or Turkish or German</td> <td>B2-C1</td> <td>B2-C1</td> <td>B2-C1</td> <td>B2-C1</td> <td>B2-C1</td> </tr> <tr> <td>English, Turkish, Chinese, or another 3rd language</td> <td>B2</td> <td>B1</td> <td>B1</td> <td>B1</td> <td>B1</td> </tr> <tr> <td>Intercultural skills and competences</td> <td>X</td> <td>X</td> <td>X</td> <td>-</td> <td>X</td> </tr> <tr> <td>Strategies (including multilingual multicultural strategies)</td> <td>-</td> <td>X</td> <td>X</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <table border="1" data-bbox="296 1442 1481 1541"> <tr> <td>Independent learning skills and competences (including examination skills and competences)</td> <td>YES</td> </tr> </table>		<i>Reading</i>	<i>Listening</i>	<i>Spoken interaction</i>	<i>Spoken production</i>	<i>Writing</i>	German or English or Turkish	C2	C2	C1	C1	C1	English or Turkish or German	B2-C1	B2-C1	B2-C1	B2-C1	B2-C1	English, Turkish, Chinese, or another 3rd language	B2	B1	B1	B1	B1	Intercultural skills and competences	X	X	X	-	X	Strategies (including multilingual multicultural strategies)	-	X	X	-	-	Independent learning skills and competences (including examination skills and competences)	YES
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For each task:

- Write the number of hours and the Title of the task as mentioned in the overview
- For the expected output, write Concrete description of the output, e.g. "Writing a list of the main points..."
- In the grey cells of the table write
 1. The core competence as described in the overview of the last version (June 2013, pages 10-11) of the theoretical framework e.g. Number 8 "Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context"
 2. The skills, or strategies that will be practiced and assessed in this task in particular, e.g. (8.3.1.) Academic and professional writing skills in at least three languages (including L1)
 3. The learning outcomes related to that skills/strategies, for example in this case, under (8.3.1.1., page 27). For that you have to go further to the description of the skills or strategies, and choose three or four outcomes that match the task.
e.g.:
 - Use one's multilingual and multicultural repertoire to communicate in written form information and own expertise to different audiences.
 - Organise, synthesize and evaluate relevant research information for various formats of academic writing etc.
- Then in the white cells underneath, you write the assessment criteria. Choose the appropriate assessment criteria in relation to the learning outcomes you have written in the previous section, for example in this case:
(8.3.1.2. page 28) Macro-readability
- Then in the next cell, under "Sub-task" write a Concrete description of what the student has to do how many times etc, in order to demonstrate the skill or competence and in order to be assessed, e.g.
"Organize a list of five main points in a way that is easily accessible for the reader".

Use as many tables for core competences, skills, and learning outcomes as necessary for each task.



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**.

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Assessment scheme

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

Task 1

 **2 hours: Assessing your own learning**

Expected output: Documentation of own profile in the ePortfolio EPOS

1.1	Core competence: Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences Skills / strategies: Independent learning skills and strategies to manage and direct own learning Learning outcomes: Direct, monitor and assess own learning; identify personal needs; set objectives; detect new needs and make use of one’s own multilingual and multicultural repertoire for the learning purposes		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Plannin Planning : Prior knowledge	Sub-task 1.1.1 Activate prior knowledge of listening skills and identify possible situations, when you have to listen to someone in a foreign language <ul style="list-style-type: none"> • What do you know about listening competencies? Which skills are relevant? Please give 6 examples regarding a descriptor lists of academic listening (stored in EPOS) • What do you know about academic text types relevant for your field? Do you have to listen to lectures, talks, presentations etc.? <ul style="list-style-type: none"> ○ Give 3 examples. 		
	Effectiveness in Execution I: Goal setting	Sub-task 1.1.2 <ul style="list-style-type: none"> • Complete the own profile in the ePortfolio using self-assessment in relation to listening skills, intercultural competence and use of strategies. 		

1.2	Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources Skills / strategies: Intercultural skills and competences for academic and professional listening Learning outcome: - Demonstrate understanding and awareness of culture and its influence of communication - Identify and interpret information in its cultural context		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Openness: Tolerance of ambiguity	Sub-task 1.2.1 <ul style="list-style-type: none"> • Find a tandem partner and exchange information about the given text type (presentation, talk, lecture) in Turkish and Chinese. • What concepts and terms do not seem to have the same meaning in the languages that you are operating in? <ul style="list-style-type: none"> ○ Describe 2-3 main differences that you have noticed and 2-3 main similarities in the way the concepts and terms appear in those languages. 		
	Adaptability I: Behavioural flexibility	Sub-task 1.2.2 <ul style="list-style-type: none"> • What aspects in general seem to be typical of addressing the issue at hand in the different languages that you are operating in? <ul style="list-style-type: none"> ○ Name at least 3 similarities or differences between the ways, information is presented/structured 		
	Adaptability II : Communicative awareness	Sub-task 1.2.3 <ul style="list-style-type: none"> • Describe briefly (in bullet point format) how your own culture-embedded values, beliefs, norms, conventions might affect your evaluation of the information retrieved, if at all. 		

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

👉 6 hours: Analyzing the cultural component of video- examples of a lecture /talk /speech /presentation

Expected output: Notes in preparation of a report reflecting the findings regarding strategies, intercultural and structural (text types, language) knowledge

2.1.	Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources Skills / strategies: Strategies for academic and professional listening and information management Learning outcomes: Employ one's own multilingual repertoire and prior knowledge and use a variety of strategies to strengthen, enrich and diversify access to information, processing, retaining and classifying new information and manage the co-existence of several languages		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Planning: Prior knowledge Preparation Predicting	Sub-task 2.1.1 <ul style="list-style-type: none"> • Build hypothesis on possible contents and organization on the text (on the basis of your prior knowledge). <ul style="list-style-type: none"> ○ Discuss them with a peer or in group. Formulate 3 hypotheses on possible contents. 		
	Effectiveness in execution I: Decoding Checking	Sub-task 2.1.2 <ul style="list-style-type: none"> • Apply effectively translanguaging strategies. Infer from text type, structure, key vocabulary, terminology. <ul style="list-style-type: none"> ○ Give 6 examples of text type specific structures and 6 examples of content specific vocabulary. 		
	Assessment and reflection: Listening process and strategies	Sub-task 2.1.3 <ul style="list-style-type: none"> • Analyze, assess and reflect on own achievements regarding language and intercultural competencies and knowledge <ul style="list-style-type: none"> ○ Take notes, discuss and develop them with peers / in your group in preparing the report. ○ Publish results in your EPOS-group 		

Assessment criteria and task specification	2.2.	Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources	Level of mastery / Percentage	Comment
		Skills / strategies: Intercultural skills and competences for academic and professional listening		
		Learning outcomes: Identify and interpret information in its cultural context		
	Openness: Tolerance of ambiguity	Sub-task 2.2.1 <ul style="list-style-type: none"> • In order to strengthen the subtasks of task 1 with special respect to openness and adaptability in relation to different intercultural backgrounds and to demonstrate acknowledgment that concepts might not refer to the same notions and representations in different languages and against different cultural backgrounds even when lectures /speeches / presentations given in English / even if another common language is used <ul style="list-style-type: none"> ○ Give 2 examples of ambiguity respecting your personal cultural expectations in comparison with salvations in the documents (for example regarding text-structure, rhetoric, style, situation, reactions of the audience...) 		
	Adaptability	Sub-task 2.2.2 <ul style="list-style-type: none"> • Applying criteria in relation to cultural phenomena that enable distancing oneself from the phenomena <ul style="list-style-type: none"> ○ Give 1 – 2 examples of scientific arguments independent from cultural ones. ○ What's about ethical topics? 		

Overall achievement for task 2

Circle what applies

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

Task 3

🗣️ 4 hours: Discussing your analysis of the videos with a partner

Expected outputs: Notes in preparation of a report for the group presentation

3.1.		Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context		Level of mastery / Percentage	Comment
		Skills / strategies: Academic and professional spoken interaction skills Learning outcomes: Interact in multilingual and multicultural academic seminars and other communication situations related to study			
Assessment criteria and task specification	Macro-comprehensibility: Clarity of message	Sub-task 3.1.1 <ul style="list-style-type: none"> Develop your understanding of lectures in different languages and against different cultural backgrounds, taking into account the competencies and needs of your new TANDEM partner applying the outcomes of task 1 and 2 and in order to follow a wide range of extended speech in different languages including abstract and complex topics in one's own field and beyond 			
3.2.		Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context		Level of mastery / Percentage	Comment
		Skills / strategies: Intercultural skills and competences for academic and professional spoken interaction Learning outcomes: Acknowledge that own perception is not shared universally and that concepts might not refer to the same notions			
Assessment criteria and task specification	Knowledge discovery	Sub-task 3.2.1 <ul style="list-style-type: none"> Ensure that the concepts you are expressing refer to the same notions and representations in different languages. 			

Assessment criteria and task specification	3.3 Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Strategies for academic and professional spoken interaction Learning outcome: 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							
	<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"> Planning: Prior knowledge Preparation </td> <td> Sub-task 3.3.1 <ul style="list-style-type: none"> • Try to figure out which aspects of your prior ideas and notes may be problematic for your TANDEM partner. Think of possible questions you might be asked. Prepare answers. <ul style="list-style-type: none"> ○ Sub-Task for your partner: think of possible arguments. </td> <td></td> <td></td> </tr> <tr> <td> Effectiveness in execution I </td> <td> Sub-task 3.3.2 <ul style="list-style-type: none"> • If necessary, alternate languages, in order to ensure understanding and interaction with the partner(s) </td> <td></td> <td></td> </tr> </table>	Planning: Prior knowledge Preparation	Sub-task 3.3.1 <ul style="list-style-type: none"> • Try to figure out which aspects of your prior ideas and notes may be problematic for your TANDEM partner. Think of possible questions you might be asked. Prepare answers. <ul style="list-style-type: none"> ○ Sub-Task for your partner: think of possible arguments. 			Effectiveness in execution I	Sub-task 3.3.2 <ul style="list-style-type: none"> • If necessary, alternate languages, in order to ensure understanding and interaction with the partner(s) 			
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Overall achievement for task 3

Circle what applies

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

Task 4

🕒 3 hours: Presenting your findings and learning process

Expected outputs: Poster and podcast and reflective text (to be stored in your ePortfolio)

4.1.		Level of mastery / Percentage	Comment
Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Intercultural skills and competences for academic and professional writing Learning outcomes: Understand intercultural differences in written communication in different academic and professional contexts, analyse one's own writing from a cultural perspective and accommodate it accordingly			
Assessment criteria and task specification	Adaptability Sub-task 4.1.1 <ul style="list-style-type: none"> • Organize (in group) information for further use: <ul style="list-style-type: none"> ○ Produce a poster ○ Store it in the EPOS-dossier ○ Print it for the “exposition”* meeting of the tutorial program 		
4.2.a		Level of mastery / Percentage	Comment
Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Academic and professional spoken production in at least 3 languages Learning outcomes: <ul style="list-style-type: none"> - Use one's own multilingual and multicultural repertoire to communicate information and own expertise to different audiences 			
Assessment criteria and task specification	Overall communicative quality: Fluency Interest of the audience Sub-task 4.2.1 <ul style="list-style-type: none"> • Produce a podcast (with the help of your tutor), exploiting your findings and extracts of lectures. 		

Assessment criteria and task specification	4.2.b Core competence: Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences Skills / strategies: Independent learning skills and strategies to manage and direct own learning Learning outcomes: - Evaluate own achievement level against set criteria - Make use of peer learning and feedback strategies if involved in a collaborative learning environment		Level of mastery / Percentage	Comment
	Assessment and reflection: -Learning behaviour / experience / process -Achievement -Documentation	Sub-task 4.2.2 <ul style="list-style-type: none"> Reflect the received assessment with your peer / in your group against the background of your learning and working process and your self-assessment procedures. Remember the rule of "Tolerance of ambiguity". 		

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 %	



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INSTITUTIONAL INFORMATION

Institution	University: University of Bremen Faculty: Centre of Foreign Languages / Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB)
Programme	Programme: Mehrsprachigkeitsprogramm / Multilingual Program Module/Course: B.A. General Studies
Cycle	<input checked="" type="checkbox"/> BA <input type="checkbox"/> MA <input type="checkbox"/> Other please specify _____
Expected learning outcomes of programme/module/course/	<p>1. Academic listening competencies: The student can</p> <ul style="list-style-type: none"> - follow abstract and complex topics in her/his own field, such as lectures, seminars, presentations, - follow and make use of more general and discipline-specific contents as well as understand specialized questions containing a high degree of subject-specific terminology and concepts in at least three languages - make relevant connections within the subject area and beyond and is able to reuse in one language knowledge acquired in another language <p>2. Strategies for academic listening and information management : The student can</p> <ul style="list-style-type: none"> - employ one's own multilingual repertoire and prior knowledge, processing, retaining and classifying new information and manage the coexistence of the three languages. <p>3. Intercultural competencies:</p> <ul style="list-style-type: none"> - identify and interpret information in its cultural context - differentiate scientific arguments from cultural interpretations
Number of ECTS	1-3 (depending on learning agreement)
Type of assessment	<input checked="" type="checkbox"/> Continuous <input type="checkbox"/> Final exam <input type="checkbox"/> Validation of module <input checked="" type="checkbox"/> Other please specify: project work, supported by the ePortfolio EPOS.



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