

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

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SCENARIO INFORMATION

Institution	Freie Universität Berlin, ZE Sprachenzentrum, Selbstlernzentrum	
Title of scenario	Discussing worlds beyond words	
Topic in keywords	Culture, words, meaning, tandem (language partnership), language	
Student	Name: ID:	
Deadline	Date:	Received:
Form(s) of assessment	<input type="checkbox"/> Teacher <input type="checkbox"/> Peer <input checked="" type="checkbox"/> Self-assessment	
Setting	<p>You are going to discover together with your tandem partner words which are specific to your own and to your tandem partner's language and culture. You are going to explain the words, describe the concepts they refer to and learn more about their cultural and historical connotations. On this basis you are going to reflect about your intercultural experiences and finally to share your experience with another tandem couple.</p>	
Tasks overview	<p>Task 1 (30 minutes): Discovering words (and their cultural background) You will need to consider concepts in another culture that are not easily translated into yours.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> 1.1. Have a look at some German words (e.g. Schultüte, Sommerloch, Sauregurkenzeit, Feierabend, Vergangenheitsbewältigung...) and hypothesise about their meanings. 1.2. Discuss with your partner possible cultural, historical and political connotations / implications of these words. 1.3. Look for possible word correspondences in the first language of your tandem partner and/or in another language (e.g. English). 	
	<p>Task 2 (1 hour): Learning more about words and cultures Choose one concept which interests you and read an article or an essay about it. You can find some examples in the references (see Resources).</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> 2.1. First read the article in order to develop a general understanding. 2.2. Next focus on expressions you don't understand and ask your partner for, or give them, an explanation in your first language or in a target language of your choice. 2.3. Discuss with your partner what you have been reading. Is the explanation you gave for the expressions correct? Do you have any more information about the cultural background of the word? 	
	<p>Task 3 (1 hour 30 minutes): Placing oneself between words and cultures Map your imaginary journey from your first language and culture to your target culture.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> 3.1. Think of a particular episode of your language learning (having your first cultural shock, experiencing more of the target culture, getting closer and closer to it, losing some of your cultural roots): Where would you place yourself at this particular moment? Where would you like to go? 3.2. Write a short text on this topic (200-300 words) in the target language. 3.3. Review it with your tandem partner. 	

	<p>Task 4 (45 minutes): Comparing cultures Meet with an overseas publishing team (e.g. of an intercultural blog) and discuss with them a proposal for a publication, for instance a post in a blog on interculturality, on some of the concepts you have discussed with your partner.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> 4.1. Describe briefly the results of your work, in the language of your partners. 4.2. Ask and answer questions. 4.3. Agree on the themes and concepts you will use in your publication. <hr/> <p>Task 5 (1 hour 30 minutes): Writing a post for an intercultural blog Together with your tandem partner write your text in the language you agreed with the publishing team.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> 5.1. Agree with your tandem partner on how to write together. 5.2. Write the text. 5.3. Send it to the publishing team for peer review and publication.
<p>Resources</p>	<p>German</p> <p>Pausenbrot: http://de.wikipedia.org/wiki/Pausenbrot Sauregurkenzeit: Christoph Gutknecht, Weder Gurken noch sauer. Wie aus missverstandenenem Jiddisch die nachrichtenarme Sommerzeit wurde, Jüdische Allgemeine Zeitung, 05.07.2012 http://www.juedische-allgemeine.de/article/view/id/13388 Schlaraffenland: Märchen in verschiedenen Versionen und Bilder: http://www.goethezeitportal.de/wissen/illustrationen/legenden-maerchen-und-sagenmotive/maerchen-schlaraffenland.html Vatertag: http://de.wikipedia.org/wiki/Vatertag ; Grass, Günther Im achten Monat: Der Butt, 1977; A post on this: http://durchleser.wordpress.com/2012/05/17/durchgelesen-vatertag-v-gunter-grass/ Unwort: Das Unwort des Jahres (und auch der vergangenen Jahre): http://www.unwortdesjahres.net/index.php?id=startseite</p> <p>Some words from a French perspective: Béatrice Durand, Cousins par alliance. Les Allemands en notre miroir, Editions Autrement, 2002 Einschulung, pp. 59–62; Feierabend, pp. 104–106; Geburtstag, pp. 137–141; Mitläufer, pp. 178–180;</p> <p>Some words from an Italian perspective: Vanna Vannuccini, Francesca Pedrazzi, Piccolo viaggio nell’anima tedesca, Feltrinelli, 2004 (hier im SLZ) Schadenfreude, pp. 43-45; Nestbeschmutzer, pp. 27-34; Feierabend, pp. 99-102; Wanderweg, pp. 117-120</p> <p>French</p> <p>La rentrée: http://www.klett-langenscheidt.de/_downloads/lupo/La%20franzoesisch_rentree_B1.pdf ; http://www.frenchentree.com/societe-francaise/DisplayArticle.asp?ID=28585 ; Le bling-bling: http://fr.wikipedia.org/wiki/Bling-bling ; http://www.rfi.fr/actufr/articles/115/article_82348.asp Le bobo : Au secours, la lutte des classes revient à Paris ! Des bourgeois bohèmes à la ségrégation : http://www.cafe-geo.net/article.php3?id_article=583 ; http://fr.wikipedia.org/wiki/Bourgeois-boh%C3%A8me ;</p> <p>Italian</p> <p>L’aperitivo : http://www.lexiophiles.com/italiano/laperitivo-rito-della-sera</p> <p>Blogs and websites</p> <p>Centre for intercultural dialogue : http://centerforinterculturaldialogue.org/ Autobiography of intercultural encounters. Tools from the Council of Europe http://www.coe.int/t/DG4/AUTOBIOGRAPHY/AutobiographyTool_en.asp Is it intercultural? A student’s blog: http://isitintercultural-en.over-blog.com/</p>

Multilingual student profile required for scenario outputs	Given the tandem learning setting, each student might have a different language profile: the task is set up for German, French and English, but may be adapted to other languages according to the language profiles of the students.					
		<i>Reading</i>	<i>Listening</i>	<i>Spoken interaction</i>	<i>Spoken production</i>	<i>Writing</i>
	German	B2	-	B2	B2	B2
	French	B2	-	B2	B2	B2
	English	-	-	B2	-	
	Intercultural skills and competences	yes	-	-	-	-
	Strategies (including multilingual multicultural strategies)	yes	-	-	-	
Independent learning skills and competences (including examination skills and competences)	Yes					



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 %
<i>to be used with the corresponding MAGICC assessment grid (http://sepia.unil.ch/magicc)</i>				

Task 1

🕒 (30 minutes): **Discovering words (and their cultural background)**

Expected outputs: Discussing some cultural specific notions, asking questions, describing linguistic and cultural aspects of words

1.		Level of mastery / Percentage	Comment
<p>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Strategies for academic and professional spoken interaction</p> <p>Learning outcomes: 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</p>			
Assessment criteria and task specification	<p>Planning:</p> <ul style="list-style-type: none"> - Prior knowledge - Prediction 	<p>Sub-task 1.1</p> <ul style="list-style-type: none"> • What do you already know about culture specific words? Please note 3 words which might possibly have some cultural connotation. 	
	<p>Effectiveness in execution I:</p> <ul style="list-style-type: none"> - Active participation - Compensation - Accommodation 	<p>Sub-task 1.2</p> <ul style="list-style-type: none"> • Listen to your tandem partner and try to accommodate your language to your partner’s linguistic level/profile and needs to support him/her, making yourself understood and enabling participation. If necessary use another language. 	

	Effectiveness in execution II: - Monitoring - Information management	Sub-task 1.3 <ul style="list-style-type: none"> Ask your partner for clarification and / or provide clarification yourself. If necessary, use another language. 		
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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 hour): Learning more about words and cultures

Expected output:

- Understanding, summarizing and discussing one or two texts (e.g. extracts from an essay, newspaper article, or an encyclopaedia text on some culturally relevant expressions)
- Getting to know more about concepts, cultural and historical specificities of the students' own and target culture

Assessment criteria and task specification	2.1 Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources Skills / strategies: Academic and professional reading skills in at least three languages Learning outcomes: Summarize, synthesize, rephrase, translate etc. a text in written form in the language of written text or some other language within one's own repertoire	Level of mastery / Percentage	Comment
	Macro-comprehensibility: - Relevance of material - Overall effect - Required standard	Sub-task 2.1.1 <ul style="list-style-type: none"> Choose a text either among those proposed in the folder or one on your own. What is the relevant cultural and historical background that allows you to fully understand the expressions the text is focusing on? Are these expressions still common in everyday communication? Has there been a shift in their meaning since they first appeared? Does the text give information on this? 	

2.2.	Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources Skills / strategies: Intercultural skills and competences for academic and professional reading Learning outcomes: Identify and interpret information in its cultural context		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Openness: Tolerance of ambiguity: reading - Acknowledgement - Adaptation	Sub-task 2.2.1 <ul style="list-style-type: none"> Discuss your findings with your partner. What is the reception of these expressions in other languages and/or cultures? Is there a correspondence? 		

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

🕒 (1 hour 30 minutes): Placing oneself between words and cultures

Expected outputs:

- Writing a brief text about one's own intercultural biography
- Reviewing and editing one's own and the tandem partner's text

<p>3.1.</p>	<p>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Academic and professional writing skills in at least three languages (including L1)</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Use one's own multilingual and multicultural repertoire to communicate in written form information and own expertise to different audiences - Write clear, well-structured and detailed texts on a variety of complex topics in different languages 	<p>Level of mastery / Percentage</p>	<p>Comment</p>
<p>Assessment criteria and task specification</p>	<p>Topic content:</p> <ul style="list-style-type: none"> - Content - Information points covered - Relevance <p>Sub-task 3.1.1</p> <ul style="list-style-type: none"> • Imagine your journey – a map – from your first to your target language(s) and culture(s) and describe one particular stage of your journey. You may think of a particular episode or phase of your language learning (experiencing a cultural shock, experiencing more of the target culture, getting closer and closer to it, losing a bit of your cultural roots): Where would you place yourself at this particular moment? Where would you like to go? • Write down a short text on this topic (200-300 words) in the target language. 		
<p>3.2.</p>	<p>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Strategies for academic and professional writing</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Edit and evaluate one's own academic / professional text in relation to specific criteria and discipline-specific requirements - Receive feed-back and exploit it to improve one's own writing skills - Edit a colleague's text, providing constructive feedback and improving it structurally, stylistically and grammatically and in relation to culture specific requirements 	<p>Level of mastery / Percentage</p>	<p>Comment</p>
<p>Assessment criteria and task specification</p>	<p>Effectiveness in execution II:</p> <ul style="list-style-type: none"> - Self-correction - Editing - Feedback on product <p>Sub-task 3.2.1</p> <ul style="list-style-type: none"> • Together with your tandem partner read and review your texts. Focus both on comprehensibility and on form. Integrate and provide constructive feedback. 		

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

🕒 (45 minutes): Comparing cultures

Expected outputs:

- Discussing the findings on specific concepts and topics you have discussed
- Agreeing on themes and concepts for a publication

Assessment criteria and task	4. Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Academic and professional spoken interaction skills in at least three languages (including L1) Learning outcomes: <ul style="list-style-type: none"> - Can participate in ICT enhanced events and online interaction, and collaborate electronically for research or other purposes - Argue relevantly and justify a point of view/highlight one's own point of view effectively in different languages 		Level of mastery / Percentage	Comment
	Macro-comprehensibility: <ul style="list-style-type: none"> - Clarity of message - Adaptation to speaking partner/s) 	Sub-task 4.1. <ul style="list-style-type: none"> • Describe briefly the results of your work, in the language of your partner. Propose some topics for a publication in a blog or in a review. What are the relevant aspects of the concepts you discussed? Which concepts might be of interest for an international audience and why? • Discuss and agree on the themes and concepts you will use in your publication. 		

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 %	81 – 100 %	

Task 5

👉 (1 hour 30 minutes): Writing a post for an intercultural blog

Expected outputs:

- Writing a brief text about one’s own intercultural biography
- Reviewing and editing one’s own and the tandem partner’s text

5.	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 writing skills in at least three languages (including L1)				
Learning outcomes: Use one’s own multilingual and multicultural repertoire to communicate in written form information and own expertise to different audiences				
Assessment criteria and task	Macro-readability- Guidance for the reader, accessibility: Format and presentation	Sub-task 5.1. <ul style="list-style-type: none"> • Agree with your tandem partner on how to write together. Would you like to each write a part of the text and then put it together? Would you like to write it together? • Write the text taking into account the formal requirements of the publisher and send it to the publishing team for peer review and publication. • Add, if necessary, references, pictures and links. 		

Overall achievement for task 5

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	Overall achievement for task 5
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	82 – 100 %	



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INSTITUTIONAL INFORMATION

Institution	University: Freie Universität Berlin Faculty: Sprachenzentrum
Programme	Programme: Module/Course:
Cycle	<input type="checkbox"/> BA <input type="checkbox"/> MA <input checked="" type="checkbox"/> Other: Tandem. Optional program of the Centre for Independent Language Learning. It is open to all students and it is not embedded in a curriculum.
Expected learning outcomes of programme/module/course/	- Learning outcomes are defined by the participants
Number of ECTS	No ECTS
Type of assessment	<input type="checkbox"/> Continuous <input type="checkbox"/> Final exam <input type="checkbox"/> Validation of module <input checked="" type="checkbox"/> Other: self-assessment



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